



**Republic of Turkey
Burdur Mehmet Akif Ersoy University
Institute of Educational Sciences
Department of Foreign Language Education
English Language Teaching Master's Program**

**EXPLORING ELT INSTRUCTORS' PERCEPTIONS OF FACE-
TO-FACE AND SYNCHRONOUS ONLINE CLASS
OBSERVATIONS: THE CASE IN A SCHOOL OF FOREIGN
LANGUAGES**

**Ashhan DUMAN
Master's Thesis**

**Thesis Supervisor
Prof. Dr. Mustafa ŞEVİK**

Burdur, 2023

T.C.
Burdur Mehmet Akif Ersoy Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı

**İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN YÜZ YÜZE
VE EŞ ZAMANLI ÇEVİRİM İÇİ SINIF GÖZLEMLERİNE
İLİŞKİN ALGILARININ ARAŞTIRILMASI: YABANCI
DİLLER YÜKSEK OKULUNDA BİR DURUM
ÇALIŞMASI**

Ashhan DUMAN
Master's Thesis

Tez Danışmanı
Prof. Dr. Mustafa ŞEVİK

Burdur, 2023



**MAKÜ EĞİTİM BİLİMLERİ
ENSTİTÜSÜ**

YÜKSEK LİSANS JÜRİ ONAY FORMU

M.A.K.Ü. Eğitim Bilimleri Enstitüsü Yönetim Kurulu'nun 24.11.2023 tarih ve 2023-493/18 sayılı kararıyla oluşturulan jüri tarafından 13.12.2023 tarihinde tez savunma sınavı yapılan 1930461007 öğrenci numaralı Aslıhan DUMAN'ın "EXPLORING ELT INSTRUCTORS' PERCEPTIONS OF FACE-TO-FACE AND SYNCHRONOUS ONLINE CLASS OBSERVATIONS: THE CASE IN A SCHOOL OF FOREIGN LANGUAGES" konulu tez çalışması, Yabancı Diller Eğitimi Anabilim Dalı'nda YÜKSEK LİSANS tezi olarak kabul edilmiştir.

JÜRİ

ÜYE (TEZ DANIŞMANI): Prof. Dr. Mustafa ŞEVİK

ÜYE: Doç. Dr. Ahmet ÖNAL

ÜYE: Dr. Öğr. Üyesi Yusuf Emre YEŞİLYURT

ONAY

M.A.K.Ü Eğitim Bilimleri Enstitüsü Yönetim Kurulu'nun/...../..... tarih ve/..... sayılı kararı.

İMZA / MÜHÜR

BİLDİRİM

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu taahhüt edip, tezimin kaynak göstermek koşuluyla aşağıda belirttiğim şekilde fotokopi ile çoğaltılmasına izin veriyorum.

[] Tezimin/Raporumun tamamı her yerden erişime açılabilir.

[] Tezim/Raporum sadece Mehmet Akif Ersoy Üniversitesi yerleşkelerinden erişime açılabilir.

[] Tezimin/Raporumun yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

Aslıhan DUMAN

Tarih

İmza

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my advisor Prof. Dr. Mustafa ŞEVİK for his invaluable guidance, unwavering support, and insightful mentorship throughout the course of this thesis. I am also deeply grateful to my teachers Assist. Prof. Ali KARAKAŞ and Prof. Dr. Mehmet ÖZCAN whose expertise and encouragement have been instrumental in shaping my research journey and refining my ideas.

To my beloved family, whose endless love, understanding, and encouragement have been the cornerstone of my strength—thank you for standing by me through every challenge and triumph. Your unwavering belief in me has been a constant source of motivation.

I am also immensely grateful to my friends for their unwavering support, understanding, and encouragement. Your words of encouragement, late-night discussions, and uplifting presence have been a source of inspiration during this academic pursuit.

This thesis would not have been possible without the support, encouragement, and belief of these incredible individuals. I extend my heartfelt thanks to each one of them for their unwavering support and belief in my journey.

**Exploring ELT Instructors' Perceptions of Face-to-Face and Synchronous
Online Class Observations: The Case in a School of Foreign Languages
(Master's Thesis)**

Aslıhan DUMAN

ABSTRACT

In the evolving landscape of higher education, the integration of technology and the global Covid-19 pandemic have prompted educational institutions to adapt and implement online teaching and assessment methods. Class observations, a vital component of instructional quality assurance, have similarly transitioned from face-to-face to online settings. The study aims to uncover whether instructors perceive face-to-face observations as more beneficial for their professional development and pedagogical improvement or if online observation methods offer distinct advantages. By examining instructors' perspectives, the research intends to provide a comprehensive understanding of their preferences, challenges, and expectations in both observation settings. The participants are 26 English language instructors working at school of foreign languages of a private university in Antalya in 2020-2021 and 2021-2022 Academic year. Qualitative research design was used, and the data was collected via an interview which consists of open-ended questions to obtain a holistic view of instructors' perceptions. Descriptive and content analysis was used to analyze the answers given to open-ended items. After data was listed and organized, codes were determined to identify the themes. The findings may not only inform the university's approach to class observation but also contribute to the broader discourse on effective observation practices in English language instruction, particularly in the context of technology integration and changing educational landscapes. Ultimately, this research seeks to enhance the quality of English language education by aligning observation practices with instructors' needs and preferences.

The result of the study demonstrated face-to-face observations were found to enhance various aspects of teaching to a larger extent. These included instruction delivery, collaborative learning strategies, lesson and task planning, time management, classroom management, and the use of concept check questions. They also positively influenced overall teaching quality, teacher reflection, and teaching standardization. However, concerns were raised about observation frequency and the perception of being used for performance evaluation, which at times demotivated instructors. The study also revealed that online observations were valued for their ability to provide feedback on online teaching strategies, increase awareness of effective online teaching, promote self-reflection, integrate online tools, and offer class recordings for review. Nonetheless, instructors expressed anxiety about technical issues, concerns about student behavior during online classes, and difficulties in managing time and class dynamics during online observations. When asked about their preferences, most instructors preferred face-to-face observations.

Key words: Class observation, Professional development, Synchronous online class observations, Teaching quality.

Page number: 122

Supervisor: Prof. Dr. Mustafa ŞEVİK

**İngilizce Öğretim Görevlilerinin Yüz Yüze Ve Eş Zamanlı Çevrim İçi Sınıf
Gözlemlerine İlişkin Algılarının Araştırılması: Yabancı Diller Yüksek
Okulunda Bir Durum Çalışması
(Yüksek Lisans Tezi)**

Aslıhan DUMAN

ÖZ

Gelişen yükseköğretim ortamında, teknolojinin entegrasyonu ve küresel Covid-19 salgını, eğitim kurumlarını çevrimiçi öğretim ve değerlendirme yöntemlerini uyarlamaya ve uygulamaya sevk etmiştir. Öğretimsel kalite güvencesinin önemli bir bileşeni olan sınıf gözlemleri de benzer şekilde yüz yüze ortamlardan çevrimiçi ortamlara geçiş yapmıştır. Bu çalışma, öğretmenlerin yüz yüze gözlemleri mesleki gelişimleri ve pedagojik gelişimleri için daha faydalı olarak algılayıp algılamadıklarını veya çevrimiçi gözlem yöntemlerinin farklı avantajlar sunup sunmadığını ortaya çıkarmayı amaçlamaktadır. Araştırma, öğretmenlerin bakış açılarını inceleyerek, her iki gözlem ortamındaki tercihleri, zorlukları ve beklentileri hakkında kapsamlı bir anlayış sağlamayı amaçlamaktadır. Katılımcılar, 2020-2021 ve 2021-2022 Akademik yıllarında Antalya'da özel bir üniversitenin yabancı diller yüksekokulunda görev yapan 26 İngilizce okutmanıdır. Nitel araştırma deseni kullanılmış ve veriler, öğretmenlerin algılarının bütünsel bir görünümünü elde etmek için açık uçlu sorulardan oluşan bir görüşme yoluyla toplanmıştır. Açık uçlu sorulara verilen yanıtları analiz etmek için betimsel ve içerik analizi kullanılmıştır. Veriler listelenip düzenlendikten sonra temaları belirlemek için kodlar belirlenmiştir. Bulgular sadece üniversitenin sınıf içi gözlem yaklaşımını bilgilendirmekle kalmayacak, aynı zamanda özellikle teknolojik entegrasyon ve değişen eğitim ortamları bağlamında İngilizce eğitiminde etkili gözlem uygulamalarına ilişkin daha geniş bir söyleme katkıda bulunacaktır. Nihayetinde bu araştırma, gözlem uygulamalarını öğretmenlerin ihtiyaçları ve tercihleriyle uyumlu hale getirerek İngilizce eğitiminin kalitesini artırmayı amaçlamaktadır.

Çalışmanın sonucunda, yüz yüze gözlemlerin, öğretim sunumu, işbirlikçi öğrenme stratejileri, ders ve görev planlaması, zaman yönetimi, sınıf yönetimi ve kavram kontrol sorularının kullanımı dahil olmak üzere öğretimin çeşitli yönlerini önemli ölçüde geliştirdiği görülmüştür. Ayrıca genel öğretim kalitesini, öğretmen yansımaları ve öğretim standardizasyonunu da olumlu yönde etkilemiştir. Bununla birlikte, gözlem sıklığı ve performans değerlendirmesi için kullanılma algısı ile ilgili endişeler dile getirilmiş, bu da zaman zaman öğretmenlerin motivasyonunu düşürmüştür. Çalışmada ayrıca çevrimiçi gözlemlerin, çevrimiçi öğretim stratejileri hakkında geri bildirim sağlama, etkili çevrimiçi öğretime ilişkin farkındalığı artırma, öz-yansıtımı teşvik etme, çevrimiçi araçları entegre etme ve inceleme için sınıf kayıtları sunma becerileri açısından değerli olduğu ortaya çıkmıştır. Tercihleri sorulduğunda, öğretmenlerin çoğu yüz yüze gözlem yapmayı tercih etmiştir.

Anahtar kelimeler: Eşzamanlı Çevrimiçi Sınıf Gözlemleri, Mesleki Gelişim, Öğretim Kalitesi, Sınıf Gözlemi.

Sayfa Adedi: 122

Danışman: Prof. Dr. Mustafa ŞEVİK

TABLE OF CONTENTS

BİLDİRİM	i
ACKNOWLEDGEMENTS	ii
ABSTRACT	iii
ÖZ	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
ABBREVIATIONS	ix
1.INTRODUCTION	1
1.1. Background to the Study	1
1.2. The Purpose and Significance of the Study	3
1.3. Research Questions	3
1.4. Assumptions	4
1.5. Definition of Key Terms	4
2. LITERATURE REVIEW	6
2.1. Professional Development	6
2.2. Class observations	9
2.3. Online Class Observations	13
2.4. Teaching Quality	15
2.5. Previous Studies	17
3. METHODOLOGY	29
3.1. Research Design	29
3.2. Research Questions	32
3.3. Participants and Setting	32
3.4. Data Collection Instruments	36
3.5. Data Analysis	37
3.6. Credibility and Trustworthiness	37
4. FINDINGS	40
4.1. Instructors' Perceptions of the Aim of the Class Observations in Their Institution	40
4.2. Instructors' Perceptions of the Effectiveness of the Face-to-face Class Observation System for Their Own Professional Development	42

4.3. Instructors' Perceptions of Change/Improvement in Their Teaching and Performance as a Result of Face-to-face Class Observations	43
4.4. Instructors' Perceptions of the Effect of Face-to-face Class Observations on Overall Teaching Quality in the School	47
4.5. Instructors' Perceptions of the Effect of Synchronous Online Class Observations on Their Teaching Skills	50
4.6. Instructors' Perceptions on the Advantages and Disadvantages of Synchronous Online Class Observations	53
4.7. Instructors' Perceptions Regarding Post-Observation Meetings Between Observer and the Instructor Being Observed	61
4.8. Instructors' Preferences Regarding Face-To-Face Versus Synchronous Online Class Observations	64
4.9. Instructors' Perceptions of an Ideal EFL Class Observation System.....	66
5. DISCUSSION AND CONCLUSION.....	71
5.1. Instructors' Perceptions on Face-to-Face Class Observations.....	73
5.2. Instructors' Perceptions on Synchronous Online Class Observations	77
5.3. Instructors' Perceptions of Ideal Class Observation Practices	84
6. IMPLICATIONS FOR PRACTICE	87
7. LIMITATIONS OF THE STUDY.....	88
REFERENCES.....	90
APPENDICES	102

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1 Demographic Information of the Participants	33
2 Most Frequent Themes Referring to the Aims of the Class Observations.....	41
3 Change or Improvement in the Participants' Teaching as a Result of Class Observations.....	44
4 Frequently Mentioned Teaching Areas that Demonstrated Improvement as a Result of Face-to-face Class Observations.....	45
5 Themes Referring to the Effects of Face-to-face Class Observations on Overall Teaching Quality.....	48
6 Themes Referring to the Effect of Synchronous Online Class Observations on Instructors' Teaching Skills.....	51
7 Themes Referring to the Advantages and Disadvantages of Synchronous Online Class observations.....	54
8 Instructors' Perceptions Regarding Post-Observation Meetings Between Observer and the Instructor Being Observed.....	61
9 Instructors' Preferences Regarding Face-to-face Versus Synchronous Online Class Observations.....	64
10 Themes Referring to the Ideal Class Observation System.....	66

LIST OF FIGURES

<u>Figure</u>	<u>Page</u>
1 A Model of Teacher Change.....	7
2 Scoring for the Efficacy of Class Observation System.....	43



ABBREVIATIONS

ACL: American Culture and literature

CCQ: Concept Check Questions

CELTA: Certificate in Teaching English to Speakers of Other Languages

CLS: Collaborative Learning Strategies

CO: Class observation

CV: Curriculum Vitae

DELTA: Diploma in Teaching English to Speakers of Other Languages

EFL: English as a Foreign Language

ELT: English Language Teaching

ELL: English Language and Literature

ESL: English as a Second Language

FOO: Faculty Online Observation

ICELT: In-service Certificate in English Language Teaching

ICQ: Instruction Check Question

LMS: Learning Management System

TESOL: Teaching English to Speakers of Other Languages

TTT: Teacher Talking Time

1. INTRODUCTION

1.1. Background to the Study

Over time, teaching has evolved significantly, driven by the world's digitalization and the advent of the Information Age (Harasim, 1996; Quarterman, 1993). This shift in eras has brought about profound innovations within the educational system, moving us away from traditional 'chalk and talk' teaching methods. These innovations have led to the incorporation of technology-assisted instruction, including tools like overhead projectors, multimedia resources, and various technological advancements (Mansor, Halim & Rahim, 2017). Markee (1997) categorizes these innovations into two main groups: primary innovation and secondary innovation. Primary innovation mainly deals with altering teaching materials and methods used for instruction. On the other hand, secondary innovation concentrates on changing the organization's structure to support and strengthen these primary innovations.

As a result of these innovations, it has become crucial for both educators and educational institutions to remain aligned with modern educational trends. In this context, educators must adapt and enhance their teaching abilities, while educational institutions must create the necessary teaching and learning environments that facilitate professional growth. The aim is to enhance overall teaching quality.

This imperative to promote schools, improve teacher quality, and enhance student learning has led to a strong focus on teacher professional development as a significant approach to achieving these goals (Opfer & Pedder, 2011). To foster successful teaching in schools, it is essential to provide effective supervision for instructors. The primary goal of supervision is to enhance education by motivating all teachers to continue their professional growth. This growth and development hinge on a supervisory framework designed to assist teachers in delivering high-quality lessons (Tshabalala, 2013, p. 25-32).

In recent years, class observation has gained substantial recognition and usage due to advancements in teacher evaluation methods and evolving classroom dynamics. This growing emphasis on enhancing the teaching skills of educators, whether they are newcomers to the profession or seasoned professionals, underscores the pivotal role of

class observation in gaining invaluable insights into the authentic classroom experience, as noted by Wragg (2002). Class observation serves as a crucial supervisory activity for evaluating teachers and offers in-depth insights into instructors' classroom performance. This data proves to be immensely valuable for both summative and formative evaluations, as demonstrated by Goe, Bell, and Little (2008). Furthermore, class observations foster a collaborative culture among educators, creating an environment where teachers can receive constructive feedback and mutual assistance from their peers. This collaborative approach ultimately enriches the quality of learning experiences for students, as highlighted by Arslan and İlin (2013, p. 43-59).

However, the landscape of class observation has witnessed a transformative shift, primarily driven by the Covid-19 pandemic. The pandemic necessitated a rapid transition to online education at all levels (OECD, 2020), leading to remote work for teachers and stakeholders, with classes conducted in virtual environments. Despite initial concerns, this transition demonstrated the potential of online learning opportunities for a wide range of students, educators, and institutions.

While many institutions have adopted hybrid models combining both online and face-to-face instruction (Meydanlioglu and Arikan, 2014), it is important to recognize that this shift requires educators to undergo significant professional development, support, and evaluation. The challenge lies in determining how teachers can be effectively evaluated and provided with feedback and assistance in a virtual teaching environment (Giffin, 2020).

This dynamic shift in education underscores the ongoing importance of class observation, but now new and creative ways are needed to supervise and support teachers. In this regard, instructors' perspectives, and experiences with both synchronous online and face-to-face class observations will be critical in shedding light on how to conduct class observations both online and face-to-face more effectively in the future as they help to understand how to assist teachers, evaluate, and improve teaching quality in the modern era. Understanding their viewpoints regarding effective strategies for conducting observations in both synchronous online and face-to-face environments is crucial for refining future practices in classroom evaluations.

1.2. The Purpose and Significance of the Study

As one of the most significant units of professional development and teacher evaluation, class observations provide a deep insight into instructors' actual classroom performance and make it simple to access information about teachers in terms of identifying strengths and areas for improvement. Therefore, this study is significant as it seeks to examine instructors' perspectives in depth on how face-to-face class observations contribute to their professional development or boosting their teaching quality; which areas of their teaching specifically class observations contributed to; if they do not contribute, what the reasons are for this, what the disadvantages of the face-to-face observations and how they could be improved to reap the maximum benefit from it and what their suggestions are.

There have been various studies looking into class observations and their impact on teacher development; however, research related to class observation process that is experienced in online instruction which is just now becoming a viable alternative with the covid-19 pandemic and the rise of the digital age is limited. This study is also significant as it aims to find out how instructors feel about online class observation conducted synchronously on Microsoft Teams platform during online teaching. Its goal is to determine what advantages and disadvantages online observations provided to teachers, as well as what could be done to improve the process and what their recommendations are for class observations. Teachers were also asked which of the two they prefer and why. In terms of face-to-face and synchronous online class observations, this study identified the instructors' ideas, needs, expectations, and suggestions. The strengths were proposed to promote, and the improvement points were suggested in order to guide both the institution and the instructors by getting results from instructors regarding the benefits and drawbacks of class observations.

1.3. Research Questions

1. What do the ELT instructors of school of foreign languages at Antalya Bilim University think about advantages and disadvantages of face-to-face class observations?

2. What do the ELT instructors of school of foreign languages at Antalya Bilim University think about advantages and disadvantages of synchronous online class observations?

3. How do the ELT instructors of school of foreign languages at Antalya Bilim University perceive an ideal class observation system?

1.4. Assumptions

The current study has the following assumptions. Firstly, the main assumption is that instructors may have a positive outlook about the contributions of class observations on teachers' professional development and teaching quality. However, participants may mention some challenges of class observation program and suggest some point in order to improve the class observation application. Secondly, the participants who are experienced and are not very good at technology in the study may prefer face-to-face class observation; on the other hand, participants who are young and good at technology skills are expected to prefer synchronous online class observation. The other assumptions are that the researcher will be neutral towards the participants when conducting the study and getting the answers to the question and the data collection tool used in the research and the data collected will serve the purpose of the research.

1.5. Definition of Key Terms

Professional Development: Professional development is the structured organization of instructional activities to support classroom implementations, educator values and beliefs, and the improvement of the educational process (Guskey,2003).

Class observations: Class observation is an approach for obtaining methodical understanding of the natural dynamics of teaching practices (Kennedy,2010) and it provides a clear view of classroom activity (Millman & Darling-Hammond, 1990).

Face-to-Face Class observations: Face-to-face class observation involves the practice of being present in another teacher's class, actively watching, learning, and noting what is happening. It is a method for assessing and recording specific aspects of classroom activities and events (Caratiquit & Pablo,2021).

Synchronous Online Class observations: Synchronous online education, in which students are located remotely and connected by videoconferencing, audio conferencing, or both, is similar to classroom instruction in several ways (Bernard et al, 2004, p. 409). Synchronous class observation is the act of the view of that classroom activity online at a scheduled time and at the same time when the classes are being held.

Teaching Quality: What we often call "teaching quality" actually comes from social interactions. Teachers actively understand, interpret, and react to the challenges and expectations their work environment presents to them. (Hargreaves, 1988).



2. LITERATURE REVIEW

2.1. Professional Development

With the recent innovations in teaching, the importance given to professional development practices has increased dramatically and rapidly. All stakeholders of teaching especially school directors, administrators and the teachers have been paying the utmost attention as both teachers and the other stakeholders are able keep up with the recent innovations in many areas such as methods, techniques, practices, teaching materials, conduction of the class and assessment thanks to professional development practices.

Education has experiencing rapid innovations all throughout the world recently and it is becoming very important for educational institutions and the teachers to keep up with the recent reforms, apply them in their teaching practices and keep it in the long run to promote teaching process. Therefore, professional development is an important part of teaching process to promote standards of teaching and the quality of teachers in schools. Day (1999, p. 20) highlights that having a degree in teaching is not enough to be a professional teacher, so the teachers should do something to develop their teaching quality, their potential and teaching skills in order to promote students' learning success. Therefore, he draws the attention to the necessity of professional development activities to enable this growth.

Guskey (2003) defines professional development as an organized planning of activities in teaching to promote classroom implementations and values and beliefs of educators to improve learning process. Likewise, according to Bailey et al. (2001), with those professional activities, teachers expect to obtain new skills, to keep up with the recent innovations in teaching, to increase their income and reputation, to have a more impressive CV and to handle the challenges of teaching process. Guskey (2003) stated that the reason why teachers are interested in professional development is that they enhance their knowledge and skills, so they grow professionally, and students benefit from the teacher in a more effective way and professional development activities offer a change in teachers' attitude, beliefs and perception. Upon this idea, he proposes a model which indicates the process of teachers' change when the effective Professional development activities are provided.

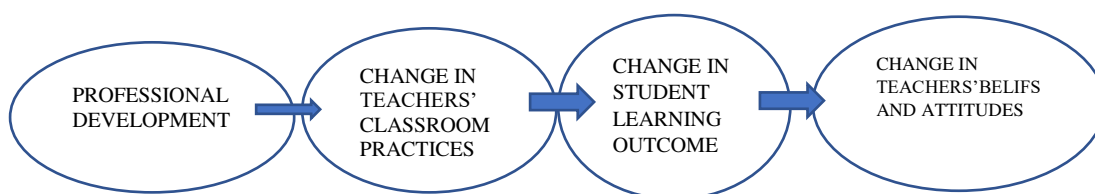


Figure 1. *A Model of Teacher Change* (Guskey,2002, p.383)

Therefore, to be able to meet all these expectations, professional development theme appears on the stage to play the role of facilitator for both educators and the other stakeholders. As it is seen, the aim of professional development is to contribute to the growth of teaching by enhancing the field knowledge.

Villegas-Reimers (2003, p.12) contributes to the definition of professional development by stating that professional development is a long-term systematic process providing steady chance and knowledge to encourage development in teaching. Similarly, Wong (2011, p. 142) defines it as a never-ending process by emphasizing its continuity. To achieve the goals of this life-long process, Soodmand, Fazelimanie and Doosti (2017) suggest that the needs of teachers in terms of continuous professional development should be considered carefully, and these needs can be categorized as teachers' qualities, field knowledge, the need for teachers' teaching skill and pedagogical knowledge. He adds that in order to meet the needs and improve the practice, teachers will pay attention to some areas such as lesson planning, how to teach grammar, listening, reading and pronunciation effectively, contextualizing the subject matter, including various interaction patters, having a student-centered class, integrating oral production activities, teaching main and sub-skills, close monitoring, giving importance to individual differences in class, giving effective feedback, effective strategies to teach vocabulary.

To be able to reinforce these areas, there has been great interest by institutions and teachers in professional development which has constituted a new outlook with the advancement. Villegas-Reimers (2003) presents some of the key points of this new perspective to professional development by stating that it is a constructivism-based model and a long-term process which eventuates in a specific context and closely related with the developments of its context. Teachers who have content knowledge, will get new knowledge and experience are required to reflect on their practices. Grace

(1999) adds that it is a collaborative process in which stakeholders of the institutions, teachers and parents work together and Wood (1994) thinks that professional development has various dimensions such as social, economic, and political and it is evaluated within these trends. In addition, Leithwood (1992) suggests professional development foster teaching skills and help be a skillful and competent teacher, develop flexibility and expertise in teaching and help education institutions develop, it centers on practicing leadership and being a decision maker. All these criteria are tried to be met in order to grow an expert teacher. Expert teacher means that they develop themselves in their subject matter and context, they are able to take action towards incidents occurring in their practice, they do their best to meet the demands and adjust to the social contexts, they are flexible to carry out teaching process effectively, find a meaningful way, apply teaching strategies and contribute to their students and they have good problem-solving skills (Glaser, 1987).

In this context, there are various models or activities within professional development implications in order to meet all those expectations, improve and support a teacher to become an expert. In his article Villegas-Reimers (2003, p. 70) divides one of these models into two as organizational partnership and small group or individual model or technique. It can be seen below.

Organizational Partnership Model

Professional-development schools
Other University-school partnership
Other inter-institutional collaborations
Schools' network
Teachers' network
Distance education

Small group or individual model

Supervision traditional and clinical
Students performance assessment
Workshops, seminars, courses
Case-based study
Self-directed development
Cooperative or collegial development
Observation of practice
Teachers' participation in new roles
Skills development model
Reflective models
Project based models
Portfolios
Action research
Use of teachers' narratives
Generational or cascade model
Coaching/mentoring

Considering the models and the aim of professional development, Guskey (2003) states that professional development's target is to promote teachers' competency and

classroom practice and learning process; however, Guskey (1999) discussed after analyzing each model in detail that it cannot be said that any model can work in all situations. The goals, content and the context for applications are important to determine which one is effective (p. 29). However, it is indicated that among professional development procedures, class observations are mostly seen as effective for improvement of teachers thanks to its collaborative process (Montgomery, 2002; Wei et al., 2009). Classroom supervisory is an important implementation to promote teaching and teaching related procedures (Lopez, 2016).

2.2. Class Observations

In literature reviews, the examination of face-to-face class observations is typically situated within the broader category of "class observation." Although studies may not explicitly designate their focus as "face-to-face class observation," the essence of this term is often implied throughout the wider discourse on class observation. Put simply, while the specific observational mode may not be expressly named, it is inherently understood within the larger context. Consequently, literature reviews concerning face-to-face class observation are generally incorporated within the larger context of class observations.

Class observations are an important part of professional development activities which offers teachers to reflect on their teaching practice and promote their teaching skills by getting developmental feedback. Structured class observations have been conducted at least since the 1950s, when studies started to pay attention to specific teacher behaviors and when schools started to routinely conduct extensive class observations (Brophy & Good, 1986). And many of the proper systems for observations were developed in 1960s. Initially, observations were used for controlling and inspecting. William (1989, p. 86) drew a picture of traditional class observations that an anxious teacher tried to do his/her best in the class and the observer sat at the back with a criteria checking the items and judging good and bad sides of the teaching. However, after the early 20th century, they were used for the purpose of describing behavior. In time, class observations experienced a shift from being a tool of lay power to a professional development process and now they have been leading edge in education. Some of the class observation tools are; teacher performance checklist, assessment instruments

about teachers, student progress test, teacher self-assessment instrument, video and tape recording (Morris and Kewin, 1975). Due to their assessment of teaching methods that teachers can also monitor for themselves, they have high levels of face validity (Cohen and Goldhaber, 2016).

William (1989) also explained the principles behind the new class observation system.

- The observation should motivate the instructor to become more conscious of reflecting on their own instruction.
- The observer should concentrate on one or two particular sections of the session based on the teacher's needs.
- Observations ought to be relevant to the lesson,
- The goal of the visit should be jointly discussed by the instructor and observers, and the teacher should assume responsibility for the observations.
- The teacher should focus on a few potential improvement areas.
- Observations should be insightful and beneficial. Feedback should focus on constructive criticism.
- The observer should be adaptable, and the teachers should feel free to explain themselves.

2.2.1. The aims of class observation. There are various reasons of conducting class observations depending on the context, teacher profile, the aims of the institution, the students' profile and the class to be observed. According to Wajnryb (1992), the main goal of class observations is to help teachers improve their understanding of their teaching while also fostering professional growth. According to Richards and Farrell (2011), increasing student learning, fostering institutional progress, and fostering teachers' professional development are the three main goals of class observations. The goal of class observations is to improve learning results, bring in more students, and improve the school's overall performance. Additionally, they help students succeed at a high level and make it simple for teachers to progress to more senior positions, which increases job satisfaction and performance. Observing classrooms can offer a constructive way to evaluate your teaching, enhance your skills, and build on your

strengths. It provides a framework for positive, helpful feedback. (Barrogo, 2020). Thanks to class observation, a clear picture of what is happening in the class can be obtained and the standards of teaching can be improved (Lasagabaster & Sierra, 2011). They found out that these practices improved teachers' lesson planning and interaction with trainees. Class observations, on the other hand, is almost always utilized to evaluate teachers (Cohen and Goldhaber, 2016). If we look at the aims in depth, the reasons Richards and Farrell (2011) list include gathering information regarding the lesson and how group projects and interaction are accomplished in this class, observing how an instructor being observed applies new teaching strategies or techniques, or if they are successfully applied, identifying the most successful aspects of the class or those that need improvement, identifying how an instructor being observed deals with the before, during, and after stages of the class, and monitoring the strategies and procedures that an instructor employs and determining whether the instructor enhances the quality and effectiveness of his or her instruction.

2.2.2. The stages of class observation. According to Bailey (2006), systematically, there are three main components of class observations; observation, feedback and supervision and he introduces three main stages of class observations as pre-observation conference in which previous experience, models and feedback are discussed, observation stage in which teaching event is recorded by the observer and the teacher and the observer's and teacher's perspective emerges and post-observation conference as the last stage in which the records of the observed class by the observer and the teacher is interpreted and discussed, new ideas about teaching and observation are shared and then future teaching practices and observations are focused. According to Murdoch (2000), observers should discuss instructional occurrences rather than their perceptions during post-observation feedback. He also says that supervisors should emphasize the positive elements of the performance with positive comments and identify a small number of flaws, as criticizing too much is detrimental to teachers' development.

How an observer conducts the observation stages is as important as the stages of the observation itself. Some certain etiquettes for observations have been proposed by Master (1983) below.

- The time of the visit is planned, and teachers generally prefer the observer to come to the class before the class begins. There are different types of visits; pre-announced visits and drop-in visits which both have advantages and disadvantages.
- Observer should choose a proper seat in the class to be able to clearly observe the students.
- Having the “Beside manner” is another important concept so it is suggested to negotiate it with the teacher beforehand if the observer will be a back-up source, a silent participant or like a student. Observer should be supportive and kind and should not direct his or her eyes on the teacher and the student so much.
- Taking notes is crucial for an observer; however, it should be minimized in order not to distract the teacher,
- Observer should thank both the teacher and the students after the class and revise the notes taken during observation immediately and give oral and written feedback to the teacher by stressing the weaknesses and recommendations as improvement points. In the written feedback, the observer mentions the point of the lesson, describe the classroom observed and provides comments on the conduction of the class.

2.2.3. Frequency of class observations. The subject of how frequently a teacher should be observed is still up for debate since there has not been a set frequency for it and it may change depending on the teacher, their experience, and their needs. Martinez, Taut and Schaaf (2016, p.25) mentioned that within the same system, the frequency and the outcome of the class observations may not be the same for novice and experienced teachers according to their career stages. In general, novice teachers are observed more often than tenured and experienced educators; this is applied not only to the cycle of observation but the frequency of observations within a cycle. Some systems, such as those in New York and Tennessee in the U.S., as well as Fukuoka and Singapore overseas, aim to assess every teacher annually; however, in Fukuoka and Singapore, administrators take charge of deciding whom to observe and how frequently. Meanwhile, in locations like Los Angeles, Chicago, Santa Monica, and Toledo, new teachers undergo observations annually. However, the frequency differs

for experienced educators: in Chicago, it occurs every two years; in Los Angeles, every three years; and in Chile, every four years.

On the other hand, Wragg (1999) concluded that merely one annual observation of teachers is insufficient, and a formal observation of instructors should take place at least twice a year. What Lam (2001) found seems to support this idea. The research revealed that teachers expressed a preference for observing their peers around 2.19 times a year and being observed themselves approximately 1.77 times annually. On the other hand, it was found that teachers want less observation, whereas panel/section leaders and principals want more, and teachers preferred peer observation more than any other observations conducted by superiors. In another study, Stodolsky (1984) supports the idea that tenured teachers are observed once in a year, while contracted teachers are observed two or three times and the frequency should change depending on the teacher. Less experienced teachers and the teachers who experience problems should be observed more. As can be observed, there is no optimal quantity; nonetheless, the career stages, needs, and requirements of teachers should be carefully considered before an ideal frequency can be determined.

2.3. Online Class Observations

Following the outbreak of Covid-19 pandemic and the advancement in information technologies, online education has rapidly gained popularity all over the world. Many schools have implemented online teaching methods and developed online communication platforms. Face-to-face education has replaced with online education and various online teaching platforms were used to make learning more accessible and to ease contact between teachers, parents, and students (Comas-Quinn, 2011). The findings from the Sloan Consortium's research indicated that during that period, a substantial 83% of higher education institutions were actively providing various forms of online learning (Allen & Seaman, 2011). In online classrooms, real-time online contact between lecturers and students is made simpler. Teachers have option to write on an online board, share their screen, and hold video conferences when they are teaching, connect with students during office hours, and participate in online conversations. Additionally, they offer alternatives for file sharing, making it much simpler to interact and provide quick feedback (Li & Lalani, 2020).

However, these procedures are new to many teachers in order to be able to easily adapt to new changes, as Giffin (2020) highlights the need for teachers to receive additional guidance on adjusting to new approaches in online learning, especially with the changing context of instruction in 2020 and 2021. It is important to note that online learning can be approached and experienced in diverse ways. One is synchronous instruction, in which the teacher delivers the class to the students in real time via online communication or educational platforms, and the other is asynchronous instruction, in which the teacher delivers the class online and records it; however, students are not required to deliver the content at the time of delivery, and they can watch the recorded class whenever they want their own speed (Giffin, 2020).

In order to be able to build teaching practices for online instruction, teachers require professional learning which meets the expectations of high-quality teaching. A well-planned teacher evaluation system can provide teachers with a professional support by improving collaboration and teaching through evidence-based feedback (Coggshall, Colton, Milton & Jacques, 2012). Therefore, as Weschke and Canipe (2010) suggest that the increase in online learning has made it harder to find suitable ways to evaluate its effectiveness. We need new methods designed specifically for the online environment. These methods should assess teachers and the programs to ensure they meet the unique needs and expectations of modern online learning. As virtual instruction, online class observations are held synchronously in which online classes are observed at the time of delivery of the class or asynchronously in which the observer evaluates the recorded lesson. However, as Simbulan (2021, p. 27) stated teachers, students and the institutions were not prepared for this shift and they did not have the appropriate training and they experienced challenges such as bad internet connection and technology problems; on the other hand, teaching must go on. As the teaching moves, class observations were also carried onto online platform.

When online class observations were put it into practice, several benefits were observed. One of the most crucial benefits of having online video class observations is that observers do not need to travel long distance to visit the actual classroom and digital network helps them save time (O'Leary, 2016). According to Calandra, Gurvitch, and Lund (2008), lessons were previously recorded using digital devices for professional development; however, conducting them synchronously online is a novel

innovation in teacher development that requires further study. Kish (2018) in his study presented that most school embraced asynchronous evaluation experience. Observers examined the video classes recorded by the teacher, learning management systems (LMS) or online classroom tools which consist of forum for student related information.

Dyke, Harding and Liddon (2008) researched synchronous online observation in which teacher and students are in real classroom with two cameras and the observer connects synchronously to the class. After the study, it was found that this system gives observer a chance to observe the class from different angles, watch each student individually or even they can see what students write and read over their shoulder. Thus, it is concluded that face-to-face observation is not always necessary to evaluate and provide comments on teaching performance; synchronous digital observation is a possible substitute. Virtual live-streaming technology not only helps online observations but continues to have an impact on traditional class observation approaches (Grádaigh, Connolly, Mac Mahon, Agnew & Poole, 2021).

2.4. Teaching Quality

Teaching quality plays a crucial role in the success level of the students and the institution. According to Goldhaber (2002), effective teaching is essential to increasing student accomplishment and Bennett and Santy (2009) indicates a link between improved student learning and, ideally, improved teacher practice. In this sense, teachers can be considered essential elements of the teaching and learning process, which leads to greater teaching quality. However, as Tam (2001) suggests various people may have varied definitions of what quality is, and as a result, they may have different expectations for quality results and evaluation techniques. Reynolds (1990) also put forward that each participant had a unique understanding of what quality in education meant to them. For instance, those who are deeply ingrained in the academic world may believe that a quality education is one that consistently produces highly brilliant students who are able to expand and share their knowledge, on the other hand an employer might anticipate the quality of education shows itself when parties adjust themselves to new skills and deal with the challenges occur. Whatever the definition

is, teaching quality is an important element to improve in education. In fact, it is indicated in many studies that boosting the quality of the nation's teaching workforce will be significantly more beneficial than other policy measures (Goldhaber, 2002). For schools to satisfy the expectations of their students, they must offer excellent instruction, meaningful learning opportunities, and reliable assessment techniques. Fulfilling the expectations of students requires meeting these requirements (Nicholds, 2006).

Therefore, it goes without saying that attaining a teaching quality is crucial. The European Commission has established a primary goal to improve teaching quality by advancing education and providing teacher and teacher trainer training. And to achieve this goal, some important factors were mentioned;

- providing teachers and trainees with the necessary assistance to cope with challenges,
- defining clearly the skills to be learned, including the fundamental ICT abilities every teacher should have,
- ensuring increased interest in the teaching profession and providing suitable qualification for new students in all topics and levels (Clipa, 2015).

Among all these factors, Golhaber (2002) emphasizes the importance of the teachers' quality as they have a tremendous impact on students and schools recruit teachers as a significant long-term investment. The tenure system suggests that a teacher's employment is close to permanent, in contrast to other educational investments. Thus, in order to guarantee high-quality instruction, teachers and their development are of utmost importance. Douglas and Douglas (2006) suggest that most educational institutions will need to have systems in place for tracking and evaluating teachers' performance to guarantee high-quality teaching. Regarding this, Bacher-Hicks, Chin, Kane and Staiger (2019) found that class observation results are a good predictor of teachers' performance. Arslan (2021) stated that administrators at the institution believed that the goal of the class observation system was to improve the quality of the instruction; concurrently with this objective, it was discovered that administrators and inexperienced teachers have a favorable attitude that the system help the increase of teaching quality at school. In this regard, Suparto (2020) proposed that class observation techniques together with academic supervision might raise the expectation

for teacher learning. In a similar way, Tunçyürek (2019) shown through her research that the majority of teachers consider that class observations are beneficial practices that enhance their ability to instruct. In addition to class observations, peer observation has been shown to be a useful tool for improving the quality of online instruction in the health sector and other educational settings (Bennett & Santy, 2009). In another study, Hammersley-Fletcher and Orsmond (2004) found that in the UK and other countries, quality assurance and development processes in health care education have long included the use of peer observation in the development of educators and educational delivery. It was also found out that teachers who have peers with high performance score and effectivity have been successful in having students who accomplish high level of success in reading skill and math (Jackson&Bruegmann, 2009).

2.5. Previous Studies

2.5.1. Research related to teachers' perceptions of class observations. The perceptions of teachers about class observation procedures have piqued the scientific world's interest as a study topic worldwide. While it has traditionally been a focus of study in traditional teaching environments, there is an emerging interest in exploring class observations in the context of online instruction. Various related topics have been studied by the researchers both qualitatively and quantitatively in different teaching and learning environments. For instance, Barrogo (2020) studied the views of teachers towards class observations and concluded that standardized class observations provide teachers with a good path to evaluate their performance and promote their teaching. They contributed to teachers' competency, self-confidence and constructing good relationship with the administration and observation practices helped them use technological tools in class better. Teachers added that they felt good after being given constructive feedback and appreciated for their strengths. Tshabalala (2013) also conducted a study with 48 teachers from Zimbabwe on their views towards instructional supervising and it is revealed that teachers felt positive about the necessity of the observation and agreed on their benefits as long as they are conducted to foster teacher quality and learning with appropriate manner. Participants stated that

they wanted to be observed by principal, be informed beforehand, get immediate feedback, and did not prefer observer's help in lesson planning.

Moving to broader perspectives, another study that focused on exploring the teachers' perspectives towards class observations in language classes was conducted by Lasagabaster and Sierra (2011) and 185 teachers participated from various levels of teaching. They found out that majority of the participants thought that class observations are effective ways for teacher training and improvement and as long as they are conducted by people with clear expectations and on the condition that they are observed by a colleague or teacher trainer; however, some who were observed by student teachers or teacher trainees mentioned that they could not benefit from it as there was no systematic and they were there to learn from the teachers. On the other hand, although great majority think they are effective, some stated that they felt anxious as it has evaluation purpose.

Shifting the focus to the Arabic context, Alshehri (2019) conducted a study in Saudi Arabia with EFL teachers from different countries, including Egypt, Pakistan, and Saudi Arabia. This research indicated that EFL teachers found class observations and post observation feedback generally useful for their professional development. Post observation feedback helped them develop their teaching skills, adjust lesson pacing and conducting activities. However, some participants stated that they could be more effective for novice teacher. The negative effects of class observation were discussed, including the stress that came with being observed and evaluated during class time. Participants' responses varied based on their personalities; some appreciated them, while others did not accept feedback. The study also concluded that class observations are not realistic and do not represent daily teaching implementations as teachers tend to display their best during informed observations. Furthermore, the findings suggest that observers should be chosen carefully by using a criterion such as solid experience of teaching and good level academic knowledge. Supervisors should also base their comments on ELT methodology.

Turkey has also seen a surge in research interest in class observations. In a research conducted by Tunçyürek (2019) by using both qualitative and quantitative research method to investigate teachers' perception towards class observations in Yaşar and Dokuz Eylül University, it is concluded that instructors regarded class observation as

an effective way for professional development and most participants agreed that class observation is advantageous as it contributes to professional development, lesson planning, developing in-class implementations, getting feedback and increasing awareness. On the other hand, it was regarded as disadvantageous by some participants as they affect instructors' and students' performance and learning environment negatively, harms the naturality and has the evaluation purposes.

In another Turkish study, Arslan (2021) extended this research to investigate difference in perceptions of both ELT instructors and administrators towards institutional class observation. The findings related to the perceptions of ELT instructors varied depending on the experience level of the teachers. While novice teachers found the observations useful as it provides them with different point of views in teaching and help them identify their strong and weak points, more experienced teachers mentioned their dissatisfaction about class observations as they thought observations do not contribute to their reflective practices as they found observers unqualified. Another reason for their dissatisfaction is that the aim of class observations is to evaluate and give scores rather than developing the individual. From a different perspective, the institutional class observation system received a generally positive response from ELTC administrators. They thought that it had a beneficial effect on the professional development of EFL teachers by motivating them to adopt reflective teaching methods.

This global perspective on class observation research highlights the varied perceptions and potential benefits and drawbacks associated with this practice. Researchers continue to explore this area to gain a greater comprehension of how it affects instruction.

2.5.2. Research related to issues and challenges of class observation. The field of class observation has gained significant interest, leading to various research aims at focusing on the challenges and issues associated with this practice. As educators and institutions increasingly recognize the vital role that effective class observation plays in teacher professional development and student learning, it has become essential to understand the complexities and challenges that come with this practice. This growing interest in examining the class observation stems from the need

to enhance its effectiveness and deal with various challenges that educators face when implementing observation protocols. That's why, some research was conducted to contribute to a deeper understanding of the issues and challenges inherent in class observation practices.

For instance, Atieno (2019) carried out a study in Kenya to find out the challenges principals face during course observation process and an interview was carried out with principals and a questionnaire was given to principals, managers of the departments and teachers. If we focus on the results obtained from questionnaire given to teachers, many challenges of class observations were mentioned. They stated that the working conditions are not satisfactory as they have lots of workload, the institutions lack staff, there is not enough time for supervisory activities, teachers do not have positive outlook towards supervision; that's why it is making principals' job more difficult when conducting supervisory facilities.

Wang and Day (2002) conducted another research on teachers' perceptions in order to find the issues and concerns related to class observations. They carried out their research with 16 teachers from ESL endorsement group and revealed unsatisfactory results about class observations concluding that teacher observations did not contribute to promoting teachers' learning and professional development. Both experienced and novice teachers found class observations stressful. The participants also mentioned they did not know why they were observed, and which areas were observed, and it was not efficient without detailed feedback on the class observed. It was intimidating and embarrassing to be observed as they were under the threat of losing authority.

Similar concerns were identified in research conducted by Shah and Harthi (2014) by applying semi-structured interview with five English Language instructors in Saudi Arabia. Interview results were analyzed by using open coding system and they indicate that teachers had complaints that they were not free to select the topic of the class which they were observed in and this affected their motivation negatively and they felt exhausted and avoided mentioning their disagreement with the observers' idea as they believed it would not change the observer's decision and point of view. Participants also criticized the lack of autonomy in pre- and post-observation meetings. The second important issue mentioned by the participants is that observers were bossy and judging teachers on only single class observation, but they did not evaluate teachers overall

potential, so there was not much trust to observers. The researchers also stated that the items on the rubric could be interpreted in different ways so the data from different observers might not be subjective. Another concern of the teachers was the quality of the observer. They mentioned that people who were close to administration were chosen as observers, and they are not from ELT departments, and they were not experienced much in ELT. It was also complained that the administration had over control and increased accountability. Because of all these factors, teachers felt threatened, insecure and these causes anxiety and stress for the instructors being observed.

Within the Turkish context, Merç (2015) conducted a study that focused on the matters and obstacles concerning class observation and concluded interesting results. It was found according to the teachers' responses that teachers were optimistic about taking part in observation activities since they felt that by learning new strategies and tactics, they can improve their instruction. However, some disadvantages were mentioned as it created anxiety, and the researcher proposes that as it is Turkish context and people are friend rather than colleagues; that is, they have close relationship, they may be worried about the gossip about their performance. In addition, some teachers were not very positive due to a lack of time and the unsettling effect of observation on the teacher who is being observed.

2.5.3. Research related to the effectiveness of class observations. Many research studies have focused on evaluating the quality and effectiveness of class observations. These inquiries have not only closely examined the current state of class observation methods but have also introduced comprehensive frameworks to make these observation systems more efficient. These research offers valuable insights into the field of education and professional development, providing guidance on how to enhance class observation practices.

To begin with, Dunkerton (1981) evaluated and discussed many different types of observation system such as unstructured observation, one-zero observation, systematic observation, natural sampling, predominant activity sampling and concluded that systematic observation and participant observer provide more information about what

is going on in the class and are more effective to evaluate teachers, teaching quality and students' learning.

Unlike Dunkerton (1981)'s study, research done by Wang and Seth (1998) had a specific focus on evaluating the Chinese class observation system. They concluded that traditional methods were being used. Upon this, they proposed an observation system which encourage self-development of teachers and changed teachers' perceptions towards class observations. This program suggested by Wang and Seth (1998) consist of many elements as below.

- Teachers were given inner motivation to encourage self-development,
- Partnership system was created among the lecturers, Chinese counterparts, and teachers,
- Self-development was provided via getting the students interact in the classroom,
- Observation process was negotiated with the instructor being observed beforehand and a procedure was presented as;

“1. Pre-observation Questionnaire

2. Class observation Process

a. pre-observation discussion

b. classroom visits

c. post-observation discussion

3. Post observation questionnaire.”

According to the study, post observation conference and feedback were highly benefitted by the teacher to develop their teaching.

Bell, Dobbelaer, Klette and Visscher (2019) went beyond a cursory assessment and engaged in an extensive process to create a detailed framework. In their study, qualities of class observation system for effective and improved schooling were presented and they came up with a framework to analyze and categorize observation concept which has various dimensions. According to this framework, they analyzed four different observation systems. They included many different concepts which will be mentioned respectively now. As an important indicator of teaching quality, dimensions of teaching are categorized as safe and supportive classroom environment, good

management of the behavior and the time in the class, active participation and good level of motivation of the students, clear presentation of the subject matter by the teacher, accuracy and richness of the topic to be presented, activation students' cognitive skills such as critical thinking and discussion, assessing and providing useful feedback, presentation of scaffolding or some strategies on how to learn. Then another element presented in the ideal observation framework is society's view of teaching and learning within their context, emphasizing cognitive perspectives over behaviorist ones. Another focus within observation is the specification of subjects, emphasizing the richness, openness, reasonability, and accuracy of the subject matter. In addition, it is suggested that grain size codes which include several activities to assess narrow behaviors in the class are sought for observation. Which words students and teachers use, which action they do are also suggested to be focused when observing. They mention that class observations can be carried out as online or face-to-face, noticed and unnoticed and how long it takes may vary. Rating and scoring process which include many varieties such as the frequency of the observation, systematical control of accuracy of the ratings, different scoring models are also handled within observation framework. It is stated that observers are trained to use checklists for the evaluation of the process, and they are also certified and recertified after some time, interrater reliability and accuracy, raters' being not judgmental are given attention. Students learning and improvement related with teaching quality is proposed to be included in observation system as empirical evidence. And finally, this observation system which is ideally constructed is tested many times to ensure the reliability and validity.

O'leary (2013) has also contributed to these studies by developing a national class observation frame for further education (FE) and prepared a report for University of College Union (UCU). In his study, he conducted a questionnaire online with members of UCU members who were a part of FE sector and with staff from different colleges in England. Then a semi structured interview was carried out with the ones who were overseeing lessons in these colleges. Based on the data from questionnaire and interview, a lesson observation framework was proposed to show the effective use of class observations for professional development of FE teachers. These points are presented as below.

- Rather than measuring and evaluation, the main purpose of the observations should be to help and support teachers to improve their teaching,
- In addition to graded class observation system, teacher assessment process should be inclusive and include other systems to gather data such as peer observation, student feedback, self-assessment, and students' success,
- In order to have profound benefit from the lesson observation process, it should have stages allocated with enough time. These stages should be pre and post observation meeting and feedback,
- Observation criteria should include many items for various contexts, areas of teaching and curriculum,
- Observers must get appropriate trainings and be standard among themselves to be able to make correct judgements and to be able to get reliable and accurate results from teacher assessment,
- To conduct a systematic lesson observation process, management should get support and expertise from teacher trainers,
- The result of observations should not be thought as connected with the capability policy of the institution,
- Necessary support should be provided for the teachers who are underperformed to improve their skills. Their teaching load could be lowered so that they can get trainings to develop themselves and necessary knowledge should be provided with them to improve their teaching quality.

2.5.4. Research related to online class observations. In the past few years, with the integration of technology into the education system, the physical boundaries of classrooms have extended to include virtual environments. The rise in popularity of online learning platforms has generated a heightened curiosity in the field of research focused on observing online classrooms. In this field of online education and teacher professional development, numerous studies have illuminated the difficulties and advantages of incorporating technology. Marsh and Mitchell (2014) investigated how video technology could improve the quantity and quality of class observation

experiences in both synchronous and asynchronous modes. The study's findings underscored the potential of video viewing to foster teacher learning and aid in the development of theoretical understandings of instructional strategies when combined with conversations between coaches, mentors, or tutors. The interactions and reflections that occur among students during video viewing sessions determine how well video enhances teacher learning. Important considerations include the technical aspects of the video, especially the audio quality, and its perceived relevance.

Expanding on the concept of using technology to improve educational practices, Kish (2018) conducted a qualitative descriptive study to explore how school leaders conduct virtual teacher evaluation process. The research discovered that asynchronous observation experiences, video lessons, archived recorded lessons, assessment feedback, email communication, and recorded webcam conferencing were essential elements of the evaluation procedure. Though this approach offered numerous benefits, it also presented difficulties, specifically in evaluating the interaction and involvement between students and teachers.

Eskey and Roenrich (2013) made a valuable contribution to this particular area of study through the development of a Faculty Online Observation (FOO) system. In their research, they sought to build an online observation system, based on the requirement to assess professors working online and the concerns for the faculty's students' academic progress. It was developed by utilizing the advantages of the prior observation method and applied by the selected instructor observers. The FOO was found to be successful in evaluating online faculty, but the personnel approach posed challenges for its long-term financial stability. Additionally, the benefits of FOO were demonstrated by improved teaching, rising student satisfaction, expected instructor performance, and professional development that showed teachers' strengths and weaknesses.

While technology plays a vital role in contemporary education, Santagata (2009) directed attention towards the distinctive challenges it presents within the realm of professional development for mathematics teachers. The goal of this study was to implement an online professional development program based on videos for sixth-grade math teachers in five educational institutions that were underperforming. The study provided a detailed explanation of the program's theoretical framework, research

foundation, structure, and content. In order to assess its effectiveness, an experiment was conducted, where teachers' written responses to online tasks based on videos served as the main source of data. The results indicated that the professional development meetings had several positive aspects, such as active teacher participation, successful completion of planned activities, and a high level of attendance. Nevertheless, following a thorough analysis of the teachers' written input, recurring challenges emerged and were supported by supplementary notes and observations in the field. These issues persisted across the entirety of the three modules, falling into three categories: (a) problems related to questions requiring a fundamental understanding of the intended mathematical concepts, (b) difficulties arising from questions dependent on teachers' perception of their students' comprehension, and (c) obstacles linked to questions demanding the examination of student work and reasoning beyond simply categorizing correct or incorrect answers.

Similarly, the difficulties of supervising preservice teachers during their practical training were examined by Rahimi and McBrayer (2022), especially considering COVID-19. Faculty from two programs—one for teacher preparation and the other for educational leadership—worked together to develop a supervision model that emphasized cooperation between candidates and leadership. In order to promote sincere teaching feedback, candidates participated in post-conference sessions and virtual class observations. The researchers reviewed post-conference sessions, aligned plans, and reviewed recorded lessons. The post-conference discussions yielded several key themes, including the importance of providing reflective and instructional feedback, the advantages of collaborative preparation between teacher candidates and leadership, and the development of positive mentor relationships.

In the ever-changing realm of education, these studies collectively demonstrate the influence of technology on the advancement of teacher proficiency, class observation, and faculty assessment. Although technology presents several advantages, it also presents obstacles that researchers and educators are striving to overcome in order to improve the caliber of teaching and learning encounters.

2.5.4.1. Synchronous online class observation. As an alternative to asynchronous virtual class observations, synchronous online class observation has

become a crucial area of interest. This approach involves real-time observations of online teaching, offering insights into digital learning. One of the earliest known studies in this field was conducted by Dyke et al. (2008). They wanted to see if online observations could be an alternative for face-to-face observations. The observer connected to the class through IP or ISDN lines and was equipped with two cameras, a microphone, and other devices. 25 class observation data were utilized in the study. Their discovery came about when, in 12 out of the 14 observations, both face-to-face and online observers assigned exactly the same total professional grades for the lecture, which was what the researchers were looking for to see if there was a correlation between the findings of face-to-face and online class observations. This showed that synchronous observation can be a useful substitute for in-person observation for evaluating and providing feedback on teaching practice. It was also shown that teachers recommended conducting online class observations following a first traditional face-to-face observation in order to help all parties better comprehend the social context. The study found that synchronous digital observation was a good alternative to face-to-face observation for assessing and giving feedback on teaching performance in the settings evaluated.

Synchronous online class observations have also attracted attention in Chinese context and in line with the study Dyke et al. (2008)'s research, Liang (2015) examined managing live video class observations and the impact they had on teachers' professional development in a Chinese school. The school's manager, members of the professional development team, and teachers were all interviewed by the researcher. The results demonstrated that through a significant amount of feedback resources, live video class observations significantly helped to deal with reactivity and aid avoid making subjective judgments. Observers had greater resources for comments since they could make more visits and obtain more accurate data. Additionally, because observers could swiftly and readily evaluate instructors' performance without physically being in the classroom, they developed into a suitable option for enhancing teacher professional development by eliminating the worries of traditional face-to-face class observations. However, it does have some restrictions. Information can be lost, and it might not be able to monitor every detail as in a real classroom setting, the cost and upkeep of a video unit are too expensive for the school. Additionally, teaching staff must have a solid strategy in place.

This field has gained popularity especially after Covid-19 Pandemic. During the challenging circumstances of the COVID-19 pandemic, Grádaigh et al. (2021) explored the role of synchronous online observations in the field of initial teacher education in Australia and Ireland context. It was found that synchronous online observations contributed significantly to the relationship between the tutor and student teacher in terms of flexibility; especially flexibility in the timing of the feedback which makes the feedback meaningful and effective. One of the challenges found out in the study was that it is not possible to observe the events when the camera is not on and the behaviors cannot be observed clearly. In addition, student trainees cannot be observed outside of the class, and they cannot build strong relationship with the administration and the other stakeholders.

While Grádaigh et al. (2021) examined synchronous class observations' impact on teacher-student relationships and feedback flexibility, Simbulan (2021)'s study emphasized its significance in instructional effectiveness and student engagement. Simbulan (2021) virtually observed sixteen professors from the School of Education in their classrooms using Google Meet. Participants were evaluated using the flexible learning evaluation criteria of PAASCU while being observed online. This form has five criteria: learning objectives, instructional design and delivery, instructor accessibility and assistance, learning experience, and interaction and evaluation. The class observations were evaluated using a Likert scale. The findings demonstrated that the teachers successfully included instructional techniques that encourage active student participation in the class. Teachers innovatively discovered how they can apply the methods they learnt and investigate. The results suggested that teachers and students both actively engaged in emotional, cognitive, and behavioral conduct. And this was transmitted by teachers as they delivered lectures, demonstrated, praised, and encouraged. Overall, online teacher observation points toward the development of a new hybrid teaching method paradigm.

3. METHODOLOGY

This methodology chapter is structured into five main sections. First, a brief description of the research design and research questions will be presented. Subsequently, the participants and setting will be explained. Following this, a detailed discussion of the data collection instruments and data analysis procedures will be conducted. Finally, a comprehensive summary will be provided. This chapter serves as an informative guide to the methodological underpinnings that shape the design and execution of the study.

3.1. Research Design

Research design can be considered as the framework for the research which holds all the components of the study together (Akhtar, 2016, p.68) such as identifying and defining the many options involved in executing data collecting, processing, and examination (Hanry, 1977). Following an order for the design of the research is important so Akhtar (2016) suggests the steps in research designing as follows.

- identifying the issue or subject to be investigated
- outlining a research plan
- organizing a sample
- data collection
- processing
- getting the report ready.

Considering these, the current study aiming at investigating instructors' perceptions towards class observations conducted at school of foreign languages at Antalya Bilim University employed qualitative research method in order to gather data.

3.1.1. Definition of qualitative research design. Qualitative research is known as a systematic scientific investigation aiming to create a comprehensive, largely narrative description of a social or cultural phenomenon (Astalin, 2013, p.118).

In qualitative research, each step has its own features. First, it is about understanding a problem in detail. The research goal and questions are to learn from participants by getting their thoughts. The data is analyzed by using text analysis, themes are created and interpreted to get the meaning in depth (Creswell, 2002). Finally, when writing, it is flexible, and we share our thoughts. Interpretative and naturalistic are two general terms that can be used to characterize qualitative research since it aims to comprehend and explain beliefs and behaviors in their naturalistic environments (Draper, 2004).

The goal of a basic qualitative research design is to learn about the participants' experiences, a process or the significance the participant ascribes to those experiences. It is also feasible to learn about experience, meaning, and process all in the same research (Worthington, 2013).

3.1.2. Types and procedures of qualitative research. The variety of qualitative research methods has been grouped by authors of qualitative literature in a variety of ways (Merriam, 2002). Creswell (2003) described the types as biography, phenomenology, grounded theory, ethnography, and case study. Similarly, Denzin and Lincoln (1995) identified the types as case study, ethnography, grounded theory, biographical, historical, participatory, and clinical. Merriam (2002) organized the strategies around eight different norms: basic interpretive, phenomenology, grounded theory, case study, ethnography, narrative analysis, critical, and postmodern-post structural. The following five methods are advised by Leedy and Ormrod (2005): case studies, grounded theory, ethnography, content analysis, and phenomenology.

Case Study: Case studies aim to shed more light on a scenario that is either obscure or poorly understood (Leedy and Ormrod, 2005). In a case study, the analyst carefully examines a plan, an occurrence, a task, a procedure, or people (Creswell, 2003). The case is an integrative system (Stake, 1995). A case study requires substantial data gathered from a variety of sources, including participant or direct observation, interviews, archival records or documents, physical objects, and audiovisual resources (Williams, 2007).

Grounded Theory: Deriving inductive conclusions from data is the aim of this kind of qualitative inquiry. It entails repeatedly comparing one piece of data with another in order to determine theoretical components. And also grounded theory research places

an emphasis on an exploration with an overview and confirmation (Meriam 2002). Williams (2007) further explains that the procedure known as the constant comparative method, which is used in grounded theory research, entails gathering data, interpreting the findings, and repeating the process. Several sources, including participant or witness interviews, historical videography or record reviews, and on-site observations, can be used to gather the data.

Ethnography Study: According to Creswell (2003), an ethnography study is one in which a researcher spends a significant amount of time observing an intact cultural group in a natural environment. Jones and Smith (2017) state that ethnography is a qualitative research method that focuses on understanding rather than analyzing people by immersing oneself in local populations. It enables the researcher to engage in direct or indirect interaction with subjects while they are in their natural environments, to gain knowledge of the complexity and shared cultural aspects of the social world and determine the significance of the event under investigation. Some of the strategies used to collect data include complete observer, observer-as-participant, participant-as-observer, complete participant, and being an insider.

Content Analysis: content analysis is a research technique for the introspective interpretation of the textual data's content using a methodical coding and theme- or pattern-identification process (Hsieh,2005). To identify specific patterns, biases, and themes arising in human communication, a variety of written and oral formats, including novels, films, and newspapers, are examined (Williams,2007).

Phenomenology: Morgan (1993) states that phenomenology is interested in the nature of experience as seen from the viewpoint of the person experiencing the phenomenon (also referred to as "lived experience"). Phenomenologists investigate the details or content of an experience through conversations, observations, or stories with persons who are actually going through the experience in question.

In the current study, the data was collected through interview using a questionnaire with open-ended questions, as part of a qualitative research approach. The responses to open-ended items were analyzed using descriptive and content analysis. Following the listing and organization of data, codes were assigned to identify the themes.

3.2. Research Questions

1. What do the ELT instructors of school of foreign languages at Antalya Bilim University think about advantages and disadvantages of face-to-face class observations?
2. What do the ELT instructors of school of foreign languages at Antalya Bilim University think about advantages and disadvantages of synchronous online class observations?
3. How do the ELT instructors of school of foreign languages at Antalya Bilim University perceive an ideal class observation system?

3.3. Participants and Setting

The participants are 26 ELT instructors at school of foreign languages of a private university in Antalya who were included in both face-to-face and online class observations in 2020-2021 and 2021-2022 academic year. When determining the participants, convenience sampling method was used related to the research questions. In convenient sampling method, the researcher selects participants based on their easy accessibility and availability. These participants are invited to take part, and upon their agreement, the investigation is conducted (Alvi, 2016). The school of foreign languages of the institution employs approximately 35 English Language Instructors. Instructors are divided into small groups and assigned different responsibilities in order to attain effective communication and the management. This institution's teaching population is diverse in terms of age, English Language teaching experience, teaching qualifications, and nationality.

The demographic composition of the participant pool in this study is portrayed as follows: 21 individuals identified as female, comprising 80.7% of the cohort, while five individuals identified as male, constituting 19.3%. Within the group, 22 participants were of Turkish nationality, representing 84.6%, while four participants hailed from other nationalities, comprising 15.4%. Examining professional experience, 5 participants reported one-five years (19.3%), ten reported six to ten years (38.4%), six reported 11-15 years (23%), two reported 16-20 years (7.6%), two

reported 21-25 years (7.6%), and one participant reported 26 or more years of experience (3.8%). Regarding undergraduate majors, nine participants specialized in ELT (34.6%), nine of them in ELL (34.6%), five in ACL (19.3%), one in Translation and one in Linguistics (3.8% each). Furthermore, 17 participants held a Master's degree (65.3%). In terms of teaching certifications, the breakdown includes ten individuals possessing CELTA (38.4%), two with both CELTA and DELTA (7.6%), two with CELTA and Pedagogical Formation (7.6%), and one with TESOL, one with TESOL and Pedagogical Formation, ICELT and Teaching Certificate, ICELT and DELTA, Liberal Studies diploma, and DELTA (Module 2) (3.8% each).

Table 1.

Demographic Information of the Participants

Variable	Category	Number	%
Gender	Female	21	80,7
	Male	5	19,3
Nationality	Turkish	22	84,6
	Other	4	15,4
Experience	1-5	5	19,3
	6-10	10	38,4
	11-15	6	23
	16-20	2	7,6
	21-25	2	7,6
	26+	1	3,8
Major in BA	ELT	9	34,6
	ELL	9	34,6
	ACL	5	19,3
	Translation	1	3,8
	Linguistics	1	3,8
MA		17	65,3
Teaching Certificates	CELTA	10	38,4
	CELTA & DELTA	2	7,6
	CELTA &		

Pedagogical Formation	2	7,6
TESOL	1	3,8
TESOL & Pedagogical Formation	1	3,8
ICELT 6		
Teaching Certificate	1	3,8
ICELT & DELTA	1	3,8
Liberal Studies diploma	1	3,8
DELTA (Module 2)	1	3,8

Having discussed the research participants, it is crucial to shift our attention to the setting where this study takes place. The study is conducted at Antalya Bilim University in Antalya, Turkey, in the academic years of 2020-2021 and 2021-2022. The whole academic year is divided into four modules and levels; A1, A2, B1, and B2 and instructors are grouped according to the levels headed by level coordinators. The institution also has curriculum unit, testing and assessment unit and professional development unit. Teacher development is given importance to be able keep up with the recent innovations in teaching, to promote and evaluate teaching quality, and to ensure that the teachers stay up with the expectations of the institution with regard to online teaching.

Class observations are conducted by professional development unit which includes education coordinator, assistant director and two other instructors. The observer instructors are assigned by the education coordinator and assistant director of the institution. As a part of professional development, class observations are conducted at least twice in each module, so instructors are observed approximately six to ten times in a year depending on the need. For the class observation process, a performance evaluation form consisting of ten main areas of teaching and 66 items related to these areas is shared with the instructors in order to set what the expectations of the institution are and to clarify which areas are going to be observed during class observations. Class observation list showing who will observe which instructor's class, when and how often they will be observed is prepared by the education coordinator of school of foreign languages and sent to the observers. Then, both the observer and the

instructor being observed negotiate on a suitable class hour for both parties and full class is observed by the observer. As Bailey (2006) suggests during the class visit, observers use a coding system or open-ended field notes to capture the teaching events in a methodical manner. During face-to-face observation, the observer comes to the arranged class and sits quietly in an unobtrusive place, never interfere in the process and take his/her notes. Synchronous online class observations are carried out on Microsoft Teams platform as the online classes are conducted on that platform, too. The instructor who will be observed adds the observer in his/her class and also creates a link for the class and shares it with the observer via e-mail. When it is the time for observation, the observer clicks on the link and joins the class in the general room. When the lesson starts, the observer turns off his/her camera and microphone and watches the process quietly. The observer is also able to move among break out rooms. Students are informed by their teachers that someone is coming to observe the class, but they are told that the observer is not interested in their performance.

After the class, a feedback session is organized with the instructor observed. The observer gives instructors information on the observed lesson during the post-observation feedback session. This is a conversation between an observer and the instructor being observed in which the teaching practice is interpreted. In post observation meeting, observer initially asks for the instructor's thought about the strengths and weaknesses of the class and what he or she would change for the future practices, then the observer makes comments on the strength of the lesson and one major, one to two minor issues which need improvement and offers some suggestions. After the conference, instructors are asked to write a self-reflection report answering four questions.

- strengths of the lesson
- things to consider (what did not go well in the lesson?)
- What would you do differently to improve students' learning/ understanding?
- What learning points have come out for you from this teaching practice (TP)?
Choose 2-3 areas for future action. (e.g. improving my instructions, doing more pair & group work activities, time management, etc.)

Upon instructor's submitting the report, observer writes comment on the ideas that the instructor being observed writes for each question. This process can consist of six to

ten cycles in one academic year before the appraisal meeting, depending on needs of the instructors and the targets they need to reach. As another stage, appraisal meetings are held; one is midterm appraisal and the other one is held at the end of year. In these meetings, feedback the instructors were given are asked and discussed together which one of them is achieved and what has been changed in the instructor's teaching.

3.4. Data Collection Instruments

As a data collection instrument, the current study employed interview via a questionnaire (see Appendix 3) that was adopted from a study investigating the perceptions towards class observations (Arslan, 2021) which was also adopted from a different study on a teacher evaluation system (Vanci-Osam & Aksit, 2000). Necessary permissions were asked from the researchers. The questionnaire is in English. The open-ended questions in Arslan's (2021) questionnaire will be kept the same; however, wording of some of the questions has been changed so that they do not guide them to positive or negative response and some open-ended questions related to synchronous online class observations have been added as this questionnaire does not include items related to online observations. The finalized version of the questionnaire was approved by getting expert views. The expert views for the questionnaire were taken by three different people. One of them is a professor in the English Language Teaching Department. Another is the assistant director at Antalya Bilim University, also serving as a tutor for CELTA. The third perspective was provided by a member of the professional development unit at Antalya Bilim University.

After getting the necessary and legal permission from the institution, instructors and related committees, questionnaire was conducted. In terms of practicality and confidentiality, the questionnaire was transferred on an online platform called Google Forms and was sent to the participants online. Before sending the link, the researcher kindly asked each participant to support her study and necessary information was explained. Participants were given two weeks to complete the questionnaire and submit it back.

3.5. Data Analysis

Data obtained from open-ended questions were analyzed by using content analysis. Content analysis is research looking for patterns in recorded dialogues. You gather data from a set of written texts or oral, or visual materials to conduct content analysis. You assess the results after categorizing or "coding" words, themes, and concepts found in the texts (Luo, 2019). To be able to analyze the data, responses were exported from Google Form onto an excel document. To be able to work on the data and navigate on the file easily, the responses for each question were copied on a Word document. For each question, color codes were used in order to identify frequent and common answers and categorize them. Following the listing and organization of data, codes were assigned to identify the themes according to the frequency of the related response. During this process, the themes and categories were discussed and evaluated together with one of the colleagues who is a member of professional development unit of the institution. Then themes were interpreted. Only the question which asks how effective the class observation is and requires ranking from zero to ten was shown on pie chart with the percentages and interpreted.

3.6. Credibility and Trustworthiness

Credibility and trustworthiness are the most important elements for qualitative research. It relates to whether the information is accurate or whether the participant opinions are accurately interpreted and presented (Polit & Beck, 2012). Credibility criteria was categorized under four main headings: credibility, dependability, confirmability and transferability (Guba and Lincoln, 1982). It is better if a researcher reinforces credibility by showing participant involvement, using observational methods and control mechanism (Cope, 1969). Thus, in order to increase the credibility and trustworthiness of the study, the following techniques were used.

3.6.1. Prolonged engagement. Lincoln and Guba (1985) defined prolonged engagements as the act of allocating sufficient time to gather data and to be able to build a good relationship and trust with the participants of the study. The researcher needs to create meanings along with the research participants (Henry, 2015). Being

present in the research setting and developing relationship with the participants help researcher control his/her prejudices and have accurate responses (Houser, 2015). Therefore, in order to increase the credibility of the research, the researcher spent time with the participants. As a member of the team conducting observations, the researcher had a chance to interact a lot. That's why he/she had enough time to build relationship when working together in the same institution, observing the classes and discussing about the observed class. The researcher was present when both face-to-face and online classrooms were carried out and the researcher both observed and was observed during this procedure. To achieve prolonged engagement, two-week period was also given to the participants. It gives people plenty of time to think, analyze, do research, and then give thoughtful responses. This longer timeframe helps them consider things thoroughly and provide more detailed answers.

3.6.2. Peer debriefing. Creswell (2003) defined “peer debriefing” as consulting people who are knowledgeable about the area and the research topic and who specialize in qualitative research methods to examine the research and data from different perspectives. In this stage, the expert critically examines the processes from the research design to the data collection period, including their analysis and the results of the findings (Başkale, 2016). An expert view was provided by one of the Professors in English Language Teaching department at a university. The expert is well-qualified to do qualitative research, comment on its analysis and conclusions, but he is not familiar with the participants and does not work in the same environment. Additionally, one individual holds the role of assistant director at Antalya Bilim University and also serves as a tutor for CELTA programs. The third perspective was contributed by a member of the professional development unit at Antalya Bilim University. Through discussions and the helpful questions from the debriefers, the researcher upheld objectivity and made sure there was no bias in their work.

3.6.3. Confirmability. The criteria a study should have in order to achieve confirmability is that the data should be unprocessed such as voice recordings and dairies. Additionally, it is very crucial to incorporate various elements such as findings, important quotations, codes and themes, duration of the study, methods and

procedures, the aim of the study, the process of how the scale was developed, open-ended questions, piloting interviews and observations (Holloway & Wheeler, 1996).

In this research, the responses of the participants were directly used. The responses from the instructors were analyzed as it is. In addition, to increase the credibility of the study, quotations were directly included in the study without making any corrections. When themes were created, important sentences and themes were mentioned. The duration, methods and procedures were explained to the participants in detail. The aim, target and expectations were specified clearly.

This study employs a questionnaire including open-ended questions in order to learn the perception in depth. Before the questionnaire was given to whole participants, a control group consisting of five instructors was created and the questions in the questionnaire were directed to them as a piloting study. Based on the responses obtained from this piloting group, two questions were excluded from the questionnaire.

3.6.4. Transferability. In order to achieve transferability, the findings of the study should be applicable to different people and contexts (Polit & Beck, 2012). The research was conducted on 26 English Language Instructors in a preparatory program which provided both face-to-face and online classes and in parallel to this in order to encourage the improvement of teaching staff, boost student academic success and evaluate instructors, the institution conducted both face-to-face and online class observations. Therefore, the results can be applied to similar contexts which conduct face-to-face and online class observations, and which aim to increase teaching quality, encourage professional growth of the teaching staff, achieve certain level of student success and want to evaluate teachers' performance.

4. FINDINGS

The findings of the research, which were drawn from the interview questions, will be illustrated in this chapter with data and representative quotes from the interviews. To ensure unity and coherence, the data will be presented in the same sequence as the interview questions on the questionnaire.

Given that participants were permitted to submit multiple responses, "frequency" rather than "the number of the instructors" was employed to describe the instructor's responses. Additionally, each participant mentioned a theme within its category only once.

4.1. Instructors' Perceptions of the Aim of the Class Observations in Their Institution

This investigation explored the perceptions of participants regarding the primary aim of conducting class observations within their educational institution. Upon asking the participants about the aims of class observations, responses were analyzed and categorized under three main themes: *professional development*, *teacher evaluation and standardization*. Subcategories were also emerged related to the responses under the main themes. To give an example; if the participants stated that the aim of the class observations is to *improve instructors' teaching skills* as a response to the question, then it is handled as subcategory of the main theme "*professional development*". All these were shown on the table below. The number of participants who mentioned the same theme was also presented with the percentages.

Table 2.

Most Frequent Themes Referring to the Aims of the Class Observations

Main Theme	Aim	Number of Instructors N=26 Frequency of the Responses	Total %
PD	Professional Development	6	23
	Teaching Quality	8	30,7
TE	Performance Evaluation	11	42,3
SD	Standardizing teaching at school	6	23

Note: PD=Professional Development, TE=Teacher Evaluation, SD=Standardization

Based on the analysis, nearly half of the participants agreed that class observations are for professional development. As sub-category, one-fourth of the participants stated that they are for professional and self-development. One of the participants said, “they have developmental purposes” and another participant said, “for self-development”. As another subcategory of professional development “improving teaching quality” was found as one of the most frequent themes referring to the aims of class observation system. More than one third of the participants claimed that class observation system is aiming at improving teaching quality. One of the participants stated that “it aims at improving academic performance of the teachers and helping the ones who need help”. Another one said, “I would like to say that the aim is to achieve excellence and improve our skills, but it sometimes feels like the aim is to decide who stay in the institution and who shall leave.”

The other most frequently mentioned theme was performance evaluation. Nearly half of the participants also mentioned that class observations in the institution is aiming at evaluating the performance of the instructor and checking if they are meeting most of the criteria suggested by the institution and as a result of this, it is decided if the

contract with the instructors should be renewed or not which caused tension among instructors. Regarding this, some of the comments were made.

P2: “The aim of the institution is to assess the performance of teachers. By analyzing the results of the classroom observations, they look at whether this teacher is suitable for the institution or not.”

P20: “They are carried out more for teacher-performance assessment for employment purposes rather than professional development, which was already stated by the administration before.”

P21: “Unfortunately, they are mostly judgmental instead of being developmental because some teachers' contracts are not renewed depending on the results of the observations. But if at the end of the observations those who need more guidance are determined and taken into a teacher training program, then we can say that it is developmental.”

P23: “It has two purposes, one of them is developmental and the other one is performance evaluation. However, it seems that the perception among the staff is that it is mainly for the purpose of performance evaluation, which I think weakens the main aim of observations.”

P25: “The priority is performance assessment.”

Within the theme of “standardizing teaching at school”, one-fourth of the participants believed that the class observation system is aiming at “standardizing teaching at school” and “making sure that everyone is doing their best to meet the expectations of the school.” Some comments were as below.

P10: “I think it aims at ensuring that all the students receive the education of the same quality and get the most out of their lessons.”

P17: “if teachers keep using the relevant teaching techniques.”

P26: “To improve and standardize the teaching practices in the desired way and to increase the quality of education.”

4.2. Instructors’ Perceptions of the Effectiveness of the Face-to-face Class Observation System for Their Own Professional Development

Instructors were asked to rank the effectiveness of face-to-face class observation system for their own professional development, and they scored starting from ten for extremely effective and to zero for not effective.

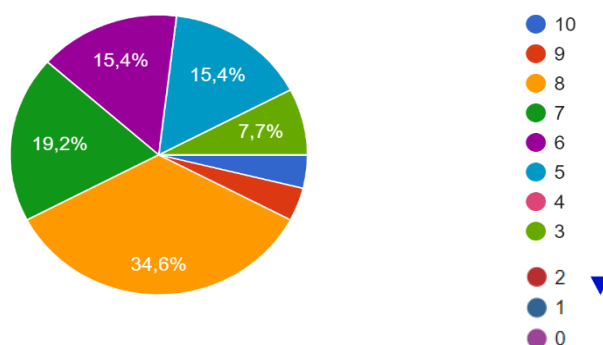


Figure 2. *Scoring for the efficacy of class observation system*

According to the pie chart, the majority of participants—34.6% (9 participants)—scored the efficacy as eight, 19.2% (5 participants) as seven, 15.4% (4 participants) as six, and the same number of instructors—scored the participants' effectiveness as five, 7.7% (two participants) as three, 3.8% (one participant) as nine, and 3.8% (one participant) as ten. On average, the mean score for the efficacy of the class observation is 6,7.

4.3. Instructors' Perceptions of Change/Improvement in Their Teaching and Performance as a Result of Face-to-face Class Observations

Instructors were asked if they think there is a change or improvement in their teaching and performance as a result of face-to-face class observations held in their institution and they were asked to specify the areas of development if the observations improved or the reason if they were not helpful. Below the results are represented.

Table 3.

Change or Improvement in the Participants' Teaching as a Result of Class Observations

Response	The number of Instructors N :26 Frequency of Responses	Total %
Yes, they helped	24	92,3
No, they didn't change	1	3,8
They improved some areas, but didn't change my teaching	1	3,8

24 of the instructors mentioned that face-to-face class observations were helpful and improved their teaching while one of them mentioned they did not change the teaching style a lot; however, there were some improvements point for him/her and one another instructor mentioned that they did not improve or change his/her teaching at all.

Teacher reflectivity was among the most popular answers of why face-to-face class observations improved their teaching. Most of them mentioned that they provide a different and objective point of view towards their teaching and discover alternative ways to do about what has already been done in class. Regarding this, one of them said "I think this is a great way to get inspired by other professionals and I have been more aware of my weaknesses and strengths." Another participant stated that "It is beneficial to see how the conducted lesson was perceived by another teacher. It provides a different point of view." It was stated by a different instructor that "Class observations are helpful for the teachers to improve themselves in many ways. A third person's perspective is sometimes necessary as teachers enter many lessons and they may miss some points or routinize their lessons."

As part of the study, participants were requested to mention the specific areas in which they perceived personal and professional growth stemming from face-to-face class

observations. The table exhibits the frequency of teaching areas perceived to have shown improvement following face-to-face class observations.

Table 4.

Frequently Mentioned Teaching Areas That Demonstrated Improvement as a Result of Face-to-face Class observations.

Teaching areas	Frequency	Total %
Instructions	8	30,8
CLS Classroom Interaction & Grouping	8	30,8
Lesson/Task Planning	8	30,8
Teacher Talking Time	6	23
Time management	5	19,2
Classroom management	3	11,5

As seen on the table, participants mentioned some teaching areas which improved thanks to face-to-face class observations such as; instructions, classroom interaction and grouping, lesson/task planning, teacher talking time(TTT), time management, and classroom management.

Among the most frequently improvement areas, giving instruction was stated the most by %30.8 (eight) of the participants. As a result of face-to-face class observations, instructors were more aware of how they gave the instructions and what could be done to improve it. Regarding this one of the participants said, “There has been a positive change in my teaching in terms of keeping instructions short and clear.” Another participant stated that “Class observations improve ICQs. I was given better alternatives by the people who observed me. Those alternatives helped me to ask better ICQs.”. One another participant also mentioned that “Yes, there are changes in some areas such as teacher talking time, instructions, CCQs and monitoring.”

Classroom/student interaction and grouping were also mentioned eight times on the questionnaire. 30.8 % (eight) of participants mentioned they had received feedback on

classroom interaction and grouping. They emphasized the importance of involving all students equally, forming groups based on proficiency levels to encourage collaboration, and incorporating diverse interaction patterns into lesson planning. After observations, these participants reported feeling more skilled in managing all those skills. Relatedly, one of the participants stated that, “From my point of view, I think it is very useful in terms of determining the intensity of grouping and collaborative activities.”

30,8 % of the participants, specifically eight individuals, expressed that face-to-face class observations were instrumental in enhancing their lesson planning process. Some highlighted how they began effectively considering and organizing the various stages of their lessons. One participant mentioned allocating more attention to the production stage to infuse creativity, while another stated a shift towards more detailed lesson planning, encompassing a variety of activities.

23% (six) of the participants also stated that their teacher talking time (TTT) reduced after they got feedback from the observers. Three of the participants stated that they were now more aware of reducing teacher talking time by allowing students to produce the language more. They also mentioned that asking Concept Check Questions helped them reduce teacher speaking time.

Five instructors, comprising 19% of the respondents, highlighted an improvement in time management due to face-to-face class observations. They emphasized an increased awareness of utilizing whole class time efficiently, allowing students enough time to finish tasks, and effectively allocating time for each stage of the lesson and when students shared their ideas. Regarding this, one of the participants said, “Observations helped me to adjust my pacing. I used to be really fast and allocate limited time for each stage of the lesson. I realized that some of my students are having difficulty while keeping up with the rest of the class. Observations helped me to see that they were just being polite and trying to do their best but struggling.”

11.5 % (three) of the participants stated that their classroom management improved. While one of the participants were mentioning that he/she started to monitor student more closely by having a good rapport with them, another one also mentioned that class observations improved teachers in terms of managing technical aspects. In

addition, another participant mentioned that his/her physical position in the class also improved.

Approximately %80 of the comments were positive that face-to-face class observations changed and improved participants' teaching by focusing on specific areas. However, some suggestions and improvement points were made by four of the participants about the class observations and told why they did not improve or change their teaching much. One of them mentioned that he/she did not benefit from the observations at all as suggestions from the observations wouldn't necessitate changing his/her teaching style. Another participant mentioned there were some improvements; however, there was not much change as he/she thought there could not be permanent changes in teaching without regular professional development activities. Just observing and scoring the performance of a teacher is not enough to improve his/her teaching skills. Another participant showed that he/she agrees with that idea that observations are not enough themselves by saying, "First those who need to improve their teaching skills should be determined, and they should not only be observed, but also included in a teacher training program, so that they can improve themselves".

4.4. Instructors' Perceptions of the Effect of Face-to-face Class Observations on Overall Teaching Quality in the School

Instructors were asked if face-to-face class observations held in their institution have an impact on overall teaching quality. This section presents the findings, revealing how instructors view the connection between face-to-face class observations and teaching quality. It can be seen on the table below.

Table 5.

Themes Referring to the Effects of Face-to-face Class Observations on Overall Teaching Quality

Response	Number of Instructors N :26 Frequency of the Responses	Total %
Beneficial		
Improvement in teaching quality	15	57,6
Teacher reflectivity	8	30,7
Beneficial for novice teachers	2	7,6
Not beneficial or beneficial to some extent		
Frequency issues	8	30,7
Demotivating	2	7,6

Face-to-face class observations were mentioned as beneficial for teaching quality by nearly all teachers. The most frequently mentioned theme by the instructors is the improvement in teaching quality. More than half of the instructors found face-to-face class observation system effective for overall teaching quality at school. Some of the participants made the following comments.

P5: *“The results of the classroom observation system are quite effective for the overall teaching quality since it creates a standard for all teachers and helps to build a fruitful classroom environment for the students.”*

P9: *“Yes, as long as they are implemented for a developmental purpose, they allow educators and administrators to improve not only classrooms but also schools as a whole because classroom observations contribute to educators' own training, and as long as these observations are implemented regularly, educators tend to improve their feedback points. And thanks to these observations, collectively there is this trend of improvement in the institution. So, the results are beneficial for the overall teaching quality, I think.”*

P10: *“I think that the results are definitely beneficial as they ensure delivering a high-quality education to the students.”*

Another participant also thinks that face-to-face class observations improve overall teaching quality as long as they are focused on “mutually agreed features”.

Teacher reflectivity was found as the second frequently mentioned theme by the instructors. Nearly one-third of the participants believed that thanks to class observations, instructors had a chance to look at their teaching practice from a different perspective and got feedback on what the good points were and what to improve for the following practices. Upon asking this question, participants made the following comments:

P2: *"Surely, it is. The observations help teachers revise what may go wrong in sessions and how to amend it for further lessons."*

P7: *"Definitely yes, as teachers stay alert vis-a-vis their teaching practices and notice strengths and weaknesses in the teaching style."*

P9: *"Surely yes. That helps teachers to improve the teaching quality and gives a chance to look at the own teaching way through other experts' eyes"*

P20: *"It brings the points that could be improved/changed to our attention."*

P25: *"Yes, they are definitely beneficial because they help us become aware of our improvement points and turn our weaknesses into strengths. Through constructive feedback, the quality of teaching improves."*

Another participant made the point that class observations made it easier for him/her to "figure out the possible solutions for the problems and follow new techniques".

As shown on the table, two of the participants stated that novice teachers can benefit from class observations more. They made the following comments.

P18: *"For the new teachers who are trying to adapt to the new working environment and the new system it might be very useful for them. However, for the experienced teachers I believe that there shouldn't be too many visits for observations."*

P23: *"I think it is beneficial at the beginning of a teacher's career. It had helped me more in the past."*

On the other hand, nearly 40% of the participants have some concerns about the face-to-face class observations at some points. One of the most important points that made the teachers worried was the amount of the observations in the institution. Nearly one-third of the instructors thought that observations were too frequent, and this affected instructors' performance negatively. Some of them made the following comments.

P2: *"I believe that classroom observations should be organized for every teacher to improve the teaching quality. However, when they are held very often, observations might deviate from the aim and become a burden for teachers. Also, it might affect the teachers' relationships with their students as being watched by a different person sometimes bother them. Therefore, the number of classroom observations and their dates should be organized carefully."*

P2: *“Partly, the amount of observations we go through can be frustrating if the observer tries too hard to be critical.”*

P11: *“Yes, on the condition that they are not carried out in the same frequency for all the teachers regardless of their teaching experience. Otherwise, it turns into an extra burden with the time and energy spent for the full procedure.”*

P12: *“Yes they are beneficial except for 1 drawback which is frequency. When they are so frequent, you cannot plan something different from your last observation.”*

P18: *“The classroom observation system is beneficial for the overall teaching quality in the school as long as it is not done too often and does not add an extra burden to the teachers' workload.”*

Another participant stated that “the frequency should not be the same for every teacher regardless of their teaching experience.” Two other participants claimed that the class observations improve teaching quality as long as they are not carried out too frequent.

Another theme which was mentioned by the teachers was that the demotivating effect of class observations. One of the participants made the following comment:

P20: *“To certain extent yes but sometimes they can be demotivating if the observer cannot really understand why I do or I don't do certain activities during the lesson.”*

Another participant suggested that:

P26: *“I believe that the only benefit that teachers gain from such observations should not be limited to an improved teaching quality. Better teaching should bring with it some external motivation factors such as a promotion.”*

4.5. Instructors' Perceptions of the Effect of Synchronous Online Class Observations on Their Teaching Skills

Instructors were asked how synchronous online class observations affected their own teaching skills; their responses were presented as below.

Table 6.

Themes Referring to the Effect of Synchronous Online Class Observations on Instructors' Teaching skills

Main Themes	Sub-category	Number of Instructors N:26 Frequency	Total %
<i>Positive</i>			
Professional Development	Getting new/different ideas	7	27
	Reflecting on their online teaching	7	27
	Using Online Tools	6	23
	Class Interaction	2	7,6
<i>Not very positive</i>			
	Observer	2	7,6
	Classroom management	1	3,8
	Time Management	1	3,8

Upon analyzing the instructors' responses, it was evident that 84,6 % of the participants acknowledged positive impacts resulting from synchronous class observations on their teaching skills while 15% of them claimed that they could not benefit from this practice. Additionally, three participants did not provide a response to this particular question.

27% of the participants stated that synchronous online class observations provided them with new ideas about how to conduct an online class allowing them to make the process more effective. Some made comments.

P1: *“That helped me to find some effective ways of conducting online lessons/ gave some ideas for online classes.”*

P3: *“They positively affected my sessions because of having chances to reconsider observers' feedback and provide new ways for the integration of sessions in the light of these.”*

P4: *“I have learnt different ways to have my lesson online.”*

P6: *"I have done much Online teaching before, so observations and feedback shed light on different and news ways to teach and assess the same content."*

Another 27% of the participants asserted that they had the opportunity to engage in reflective practices concerning their online teaching methods through synchronous online class observations. A selection of the comments provided is as follows:

P8: *"I suppose they affected my teaching skills positively as I had a chance to reflect on the activities used in class while having a friendly discussion with my observer."*

P9: *"It has been a good experience. Observing students and myself in a different environment helped me to learn about them/ myself."*

P10: *"As we, the teachers sometimes cannot realize the origins of some challenges, it helped me to understand them better."*

P11: *"After each feedback session, I became more aware of some points that I need to be more careful about and tried to reflect this point in my following lessons."*

P14: *"Being observed helped me look more carefully at my performance."*

P19: *"In general, observations keep us alert and see our stronger and weaker points if the tutor observing you guides you well and shares his/her ideas openly and objectively."*

P21: *"It helped me notice some of the deficiencies in my teaching however it didn't have an overall effect on my teaching style and skills."*

23% of the participants claimed that thanks to synchronous online class observations, they began to use more technological equipment and online tools in their class.

P4: *"I have learnt different online tools."*

P15: *"It focused on including more technology."*

P16: *"They encouraged me to make use of technological tools/websites more effectively."*

P19: *"Conducting online classes helped me with using technology more effectively yet, specifically being."*

P24: *"As I said, it has helped in small aspects, for example I started to use the chat box feature more."*

P25: *"Some applications were suggested and it was helpful. But there is no need for observation for this. It could be done in professional development seminars. It would be more useful and effective."*

% 7.6 of the participants agreed that they had some ideas to vary class interaction.

P14: *"Peer observation gave me clues about how I could vary the class interaction etc."*

P17: *"I learned some tactics to keep students better engaged."*

On the other hand, two of the participants claimed that the effectiveness depends on the observer.

P2: *“I think it depends on who gives the feedback. There were really good and helpful feedback and there was also some feedback which were not really useful.”*

P13: *“I felt confident in teaching online, and I was experienced in teaching online. I can't say the same thing for the observers.”*

One of the participants mentioned synchronous class observations did not have a very positive effect on their teaching skills as he/she had classroom management problem in online class.

P12: *“They generally affected positively. However, it is very hard to maintain control in online lessons as students do not want to use their cameras and microphones. Also, most students lack technical skills. This situation is an obstacle for a teacher to show his/her real performance.”*

Another participant stated that he/she had time management problems in online classes and it affected the observations process negatively.

P26: *“Online observations have mostly time constraint problems. Therefore, it is impossible to do a full task or skill based lesson in an online environment.”*

4.6. Instructors' Perceptions on the Advantages and Disadvantages of Synchronous Online Class Observations

Instructors were asked to mention advantages and disadvantages of synchronous online class observations and answers were shown on the table below.

Table 7.

Themes Referring to the Advantages and Disadvantages of Synchronous Online Class Observations

Main Themes	Sub-category	Number of Instructors	Total
		N:26	%
		Frequency	
<i>Advantages</i>			
Professional Development	Getting Feedback on teaching areas and		
	Teacher reflectivity	7	27
	Raising awareness on online teaching	3	11,5
	Classroom Recording/self-assessment	1	3,8
Observers' position	Physical absence of the observer	8	30,7
In-class Performance	Monitoring	1	3,8
	Time management	1	3,8
<i>Disadvantages</i>			
In-class Performance	Technical problems	14	53,8
	Student behaviors	6	23,07
	Classroom & Time management	4	15,3
	Variety of tasks	2	7,6
	Monitoring	2	7,6
	Interaction	2	7,6
	Class Building	1	3,8
Emotional Response	Anxiety/pressure	7	27

Instructors were requested to outline the advantages and disadvantages of synchronous online class observations, categorizing their responses into two main segments: advantages and disadvantages. Within the "advantages" category, their responses were further segmented into three sections: professional development, observer's position, and in-class performance. Under the professional development section, instructors explored themes such as receiving feedback on teaching methodologies, promoting self-reflection, improving awareness in online teaching, and utilizing classroom recordings for self-assessment. The observer's position section addressed the absence

of a physical observer. In the in-class performance section, the discussions revolved around monitoring techniques and time management. Regarding "disadvantages," the responses were divided into issues related to in-class performance and instructors' emotional responses. In the in-class performance segment, concerns encompassed technical problems, student behavior, challenges in classroom and time management, establishing a classroom environment, task variety, monitoring, and fostering interaction. The section on instructors' feelings explored themes of anxiety and pressure experienced during these observations.

4.6.1. Advantages of synchronous online class observations. In this section, responses regarding the advantages of synchronous online class observation were given related to the themes occurring.

4.6.1.1. Professional development. The main category of professional development was provided, and the following subcategories relating to it were supplied.

4.6.1.1.1. Getting feedback on teaching areas and teacher reflectivity. %27 of the participants stated that online class observations allow them to see how they are doing in online classes and getting feedback on strengths and weaknesses gave them a chance to reflect on their own online teaching practice. Some comments were made.

P1: *"An advantage is having a colleague there to observe what is being done in the classroom and to offer new alternatives for the pace."*

P5: *"I think we have the opportunity to see our own development through a different perspective thanks to synchronous classroom observations. Sometimes we may not have the opportunity to analyze what we do in the classroom in detail, but we have the opportunity to eliminate this situation with the constructive feedback we receive."*

P12: *"Online observation makes the teacher more autonomous, sharing experience and ideas for different features of the medium like Microsoft Teams, Zoom, etc."*

P13: *"It is good to get feedback on an online class which has a different dynamic than a face-to-face classroom. Getting feedback on how we set the tasks, how we give instructions and how much we include student-student interaction in an online lesson will be definitely helpful so that we can deliver more efficient online classes."*

P20: *“One of the advantages is getting feedback about your lessons in terms of students' engagement, being interactive and informative.”*

P26: *“It is useful, for the observer to quality check, see institutional aims are being met, for the observee to produce a show and or critically reflect on their performance.”*

4.6.1.1.2. *Raising awareness on online Teaching.* Upon being asked about the advantages of synchronous online class observations. 11.5 % of the participants supported that online class observations helped instructors raise their awareness on online teaching.

P2: *“There are some advantages such as using online tools and time management. Teachers might raise their awareness related to using their time well and they may learn useful tools thanks to observations.”*

P14: *“In terms of teacher development; advantages involve raising awareness on new online teaching tools.”*

P16: *“Online teaching has gained ground specially recently, so I believe both teachers and learners are exploring new ways of interactions and feedback through observations is key in pushing this type of classroom interaction.”*

4.6.1.1.3. *Classroom recording/self-assessment.* One of the participants said that he/she benefitted from class recordings to assess his/her teaching skill by making the comment below.

P21: *“The availability of class recordings is also helpful for the self-assessment of teacher.”*

4.6.1.2. **Observers' position.** As another main category, 30.7% of the participants put the emphasis on the observer's position. They mentioned that they benefited from physical absence of the observer, and it benefited both the instructors and the students during online class when the observer was not present in class in person. Some comments were made:

P11: *“Since the observer is not seen it tends to be better in terms of not having a stranger in class”*

P14: *“In online observations, as the observer is not physically next to the students, they behave in a more natural way, the students are not stressed.”*

P15: *“When in class, students see the observers, and this might create a sense of discomfort for teachers and students alike. However, in online observations, all they see is an extra name on the list. This is an advantage.”*

P23: *“In online class observations, I feel less anxious as the observer is turning off his/her camera and mutes him/herself which causes me to forget about him/her.”*

P 24: *“It's an advantage that the students don't see the observer because they are also uncomfortable with observations.”*

P25: *“In face-to-face class observations, the observer sits in the back of class and most of the time students don't know the observer and the purpose of his/her visit. It creates anxiety in some students, and it might inhibit their performance. Also, the teacher might get nervous because being observed might distract him/her especially if it is not developmental only. However, in synchronous online classroom observations, it is easier to be invisible for the observer, so the students and the teacher do not feel nervous as much as in face-to-face class observations.”*

4.6.1.3. In-class performance. As another main category, instructors commented on in-class performances as an advantage of synchronous class observations. The themes monitoring and time management were handled under this category.

4.6.1.3.1. Monitoring. One of the participants mentioned that “checking outcome products much more easily and quickly, and monitoring students' performances by being almost invisible without causing any extra stress, all of which in return affect classes positively, have been some of the advantages.”

4.6.1.3.2. Time management. One of the participants claimed that “online class observation is advantageous as it allows instructor to save time for delivery of the materials, collecting them and checking students works.”

4.6.2. Disadvantages. This section explores responses highlighting the drawbacks associated with synchronous online class observation, focusing on recurring themes in these discussions.

4.6.2.1. In-class performance. In-class performance as the main category was presented in line with the sub-categories occurring in the research.

4.6.2.1.2. *Technical problems.* Technical issues came up most often when the instructors were questioned about the drawbacks of synchronous online classroom monitoring. 53.8% of the participants expressed concerns over any technical issues that may have arisen during the synchronous online class observation. As far as technological issues go, difficulties using the breakout rooms and issues with the internet connection and malfunctions in device were highlighted. Some of the participants made the following comments:

P13: *“Some technical or connection problems might occur. It is difficult to make sure that all of the students turn on their webcams. It might be hard for students to go to the breakout rooms and complete the tasks on time.”*

P14: *“Disadvantages may be related to the possible technical problems that may disrupt the natural flow of the lesson, creating pressure on the teacher.”*

P19: *“In my opinion, the most challenging elements are the technological problems (internet disconnections& malfunctions in devices etc.)”*

P21: *“Some technological issues might also pop up during the observation session which may lead to a lower score of the teacher's performance.”*

P23: *“I always feel more stressed as it is not always easy to fix technical problems or come up with plan B during online lessons.”*

4.6.2.1.3. *Student performance.* About 23.07% of the participants expressed concern about students' behaviors and attitudes during online classes, noting that these disruptions affect the smooth flow of lessons. They identified this as a notable drawback of online class observations. Some comments were made by the participants.

P7: *“Students may be reluctant to turn on their cameras. When you try to do cooperative teaching technics, students can go to rooms and stay silent until the teacher comes. Sometimes there are family members who come and go to students' rooms.”*

P9: *“the disadvantage is the attitude of students when/if they don't take online lessons seriously.”*

P13: *“It is difficult to make sure that all of the students turn on their webcams.”*

P19: *“One the most challenging elements is the technological problems (internet disconnections& malfunctions in devices...etc) and time constraints (spending much more time to make the activities interactive...etc.) and the control of the students in the classroom (classroom management) during the observed lesson.”*

P21: *“As for the most outstanding disadvantage, I would unsurprisingly say poor classroom management due to connection problems and abuse of conditions by students, which causes waste of time and tension for the teacher.”*

4.6.2.1.4. *Classroom and time management.* As one of the themes referring to the disadvantages of online class observation, the issue of classroom and time management were mentioned. 15.3 % of the participants thought that their classroom management and time management of the class were affected badly. One of the participants mentioned that “he/she spent much more time to make the activities interactive in online class and the control of the students during online class observation was challenging”. Another participant stated that “the most challenging part was poor classroom management and abuse of conditions by students, which causes waste of time.” Another claimed that “technological problems and visiting break out rooms affected their classroom management negatively.”

4.6.2.1.5. *Variety of tasks.* Two of the participants stated that online classes did not allow them to include variety of tasks, so it affected the online observation negatively. Some comments were;

P2: *“having difficulties to implement certain types of activities may change the flow of the lesson.”*

P23: *“the online courses limit the tasks that we can do in class. In face-to-face courses we have a variety of activities that can attract the attention of the students and prevents them turning off their cameras and be actively involved in the activities.”*

4.6.2.1.6. *Monitoring.* One of the participants mentioned that “Although there are not too many disadvantages, a teacher might have some limits in terms of monitoring the students' performance” so it could be concluded that this affects the online class observation process negatively. Another participant stated that “observer cannot monitor all the students at the same time and cannot get the real picture of the class.”

4.6.2.1.7. *Interaction.* One of the participants criticized online class observations as they do not have personal and face-to-face interaction and another participant stated how difficult it is not being able to use body language, mime, and gestures effectively.

4.6.2.1.8. *Class building.* One of the participants mentioned that online class observations affected class building. He/she made the following comment.

P19: *“energizing the class by using mime and gestures are among the factors that force the observed person in online classes.”*

4.6.2.2. Emotional response: anxiety/pressure. In accordance with %27 of the participants, difficulties with technology, poor time and classroom management, student misbehaviors, and the impracticality of breakout rooms during online classes led to worry and strain on the instructor during class observations. Some comments were made.

P2: *“There might be technical problems and this situation increases the anxiety level.”*

P7: *“students may be reluctant to turn on their cameras. When you try to do cooperative teaching technics, students can go to rooms and stay silent until the teacher comes. Sometimes there are family members who come and go to students' rooms. These are some of the examples a teacher can experience while being observed. All these drawbacks create anxiety among teachers, especially it increases during online classroom observations.”*

P13: *“Some technical or connection problems might occur. It is difficult to make sure that all of the students turn on their webcams. It might be hard for students to go to the breakout rooms and complete the tasks on time. Such kind of issues might show that our classroom management online is not good enough and it can increase our anxiety.”*

P14: *“Disadvantages may be related to the possible technical problems that may disrupt the natural flow of the lesson, creating pressure on the teacher.”*

P24: *“Online education is already a challenge for teachers so why should they be put more under pressure?”*

4.7. Instructors' Perceptions Regarding Post-Observation Meetings Between Observer and the Instructor Being Observed

Instructors were asked about how they perceive the post-observation meetings between observer and the instructor being observed and the results were shown on the table below.

Table 8.

Instructors' Perceptions Regarding Post-Observation Meetings Between Observer and the Instructor Being Observed

Main Themes	Sub-Category	Number of Instructors N:26 Frequency	Total %
<i>Beneficial</i>		22	84,6
	Feedback on strengths and improvement points	15	57,7
	Different aspects & new ideas	4	15,3
	Mutual Understanding	3	11,5
<i>Beneficial to some extend/suggestions</i>		4	15,3
	Observer	3	15,3
	Fixed lesson format	1	3,8

When asked about their perceptions regarding post-observation meetings, the overwhelming majority, comprising 84.6% of the participants, responded these meetings as beneficial and valuable. Among them, 57.7% highlighted the meetings' value in identifying their strengths and receiving constructive feedback for further improvement from an external observer. Additionally, 15.3% found these meetings useful as they were exposed to new ideas and diverse perspectives. Furthermore, three participants emphasized the meetings' effectiveness in facilitating mutual

understanding, providing a platform for both parties to elaborate on their thoughts and actions. On the other hand, 15,3% of the participants agreed that they were beneficial to some extent because of the observer (three participants) and expectation of fixed lesson format (one participant).

4.7.1. Beneficial. As it is seen on the table, 23 of the instructors constituting %88,46 found the post observation meeting beneficial. Subcategories were presented below in line with the themes occurring in the research.

4.7.1.1. Feedback on strengths and improvement points. As mentioned above, 15 of the participants constituting %57.7 claimed that post observation meeting helped them receive constructive feedback on their positive sides of teaching and some areas where they could do better. Some comments were made.

P2: *“I think it is the key point of and class observation. Talking about the strengths and the improvement points of the lesson at that stage make the difference in our upcoming lessons.”*

P3: *“They are the most crucial part of this whole process. They help the observee revise the missing points and conduct the feedback provided by the observer. During these meetings, the attitude of the observer and the observee's being open to feedback are considerably important.”*

P8: *“It was very positive and encouraging with to-the-point comments. Being praised for what you do is always encouraging and receiving constructive feedback from the observer contributed to my professional development”*

P11: *“They give great chance for the improvement as the meetings are quite positive and inspiring in my institution.”*

P12: *“It is very necessary to discuss the lesson's strong and weak points, but I think observers should not generalize the teacher's abilities with just one lesson because teachers cannot reflect everything that they are capable of in 40-50 minutes.”*

4.7.1.2. Different aspects and new ideas. Upon asking about what teachers thought about post-observation meetings, four of the participants mentioned that during post observation meetings, they had a chance to hear different perspectives about their teaching practice and they received new ideas from observers. Some related comments were;

P1: *"They are helpful. They give plenty of new ideas."*

P4: *"It is good to come together and talk about different aspects of the lesson."*

P19: *"I like them as it is the most beneficial part of the observation cycle. It helps me to see my lesson from a different perspective."*

P22: *"It is effective because the observer is also a teacher and they can bring something new to the lesson. It helps to brainstorm among teachers."*

4.7.1.3. Mutual understanding. Three of the instructors claimed that post observation meetings are effective as both parties have a chance to express themselves in detail.

P7: *"It is a good chance to talk about the instant decisions taken by the educator during the observed lesson for some unexpected problems"*

P10: *"It gives a chance for both parties to explain themselves fully."*

P20: *"They are useful as there is mutual understanding of the reports."*

4.7.2. Post observation meetings are beneficial to some extent. As it is seen on the table, five of the instructors found the post observation meeting beneficial to some extent. Subcategories were presented below in line with the themes occurring in the research.

4.7.2.1. Observer. Upon asking participants about the post observation meetings between observer and observed instructor, three of the participants mentioned that they are useful to some extent and the effectiveness can change depending on the observer and provided some suggestions. Some participants mentioned;

P9: *"It is impossible to say I benefitted from all observers at same intensity. I feel just like a student who loves some teachers more than others because benefit more from them."*

P22: *"It is effective. However, the observers should not try to impose their ideas about how one activity should be conducted to the teachers. Teachers are the decision makers in the class, and they decide things based on their experience with that class because they know the class."*

P25: *"Not every observer is professional in giving feedback. People who have professional knowledge about giving feedback don't cause any damage. Their suggestions may be useful for the observees."*

4.7.2.2. Fixed lesson format. Upon asking about post observation meetings, one of the participants stated his/her displeasure about being asked to apply fixed lesson plans as instructors could have their own unique way to teach. The participant made the following comment:

P14: *“the extensive check list was often meaningless. Less experienced observers were constrained by a fixed ideal lesson format which is /was outdated or not necessarily relevant.”*

4.8. Instructors' Preferences Regarding Face-To-Face Versus Synchronous Online Class Observations

Preferences of instructors concerning two modes of class observation: face-to-face and synchronous online methods were asked. A total of 26 instructors participated and among them, 20 instructors, constituting 76.9%, favored face-to-face class observations, highlighting a strong inclination towards traditional in-person observation methods. In contrast, only 3 instructors, comprising 11.5%, preferred synchronous online class observations. Equally, another 3 instructors, also at 11.5%, indicated that the mode of observation did not significantly influence their preference, signaling a neutral stance towards either method.

Table 9.

Instructors' Preferences Regarding Face-to-face Versus Synchronous Online Class Observations

Preference	Number of Instructors N:26	Total %
Face-to-face Class Observation	20	76,9
Synchronous Online Class Observation	3	11,5
It doesn't matter	3	11,5

4.8.1. Face-to-face class observation. When instructors were asked about their preferences for observation settings, 76.9% of the participants favored face-to-face classes. Their preference stems from various factors. Instructors expressed feeling more confident in face-to-face settings as they do not need to manage technical equipment, allowing for a natural flow of the lesson. Additionally, they highlighted that face-to-face observations enable them to demonstrate their teaching performance authentically, allowing observers to grasp their skills comprehensively. In these settings, instructors can efficiently organize a variety of tasks, maintain better control over the class dynamics, closely monitor student engagement and interactions, and facilitate group activities with greater ease. Some of the comments were;

P2: *“Face-to-face because due to some probable connection problems or students not turning on their webcams, my anxiety level during an online class observation will increase a lot.”*

P8: *“I would prefer to be observed in face-to-face classes as it is more natural and allows the teacher to have a better control in the class. Monitoring students and giving feedback is much easier in the face-to-face classroom. And keeping students engaged and on task is also more manageable while having lessons face-to-face.”*

P9: *“I'd prefer teaching face-to-face. I feel more comfortable during face-to-face lessons. Although online lessons give plenty of opportunities to monitor your students, it is not like face-to-face lessons. You cannot miss a single gesture/ an expression on a student's face or a change in tone of voice while teaching online.”*

P12: *“I prefer face-to-face classes as it is more effective to show the real performance for the teacher. Also, we have more opportunities to organize different tasks.”*

P13: *“F2F because the observers have a better chance to grasp what really goes on in the classroom and they have a better chance at keeping with the flow of the lesson and observing the classroom interactions.”*

P16: *“Face-to-face. Although online classes were the only getaway during the pandemic, they can never compete with the atmosphere of face-to-face classes. I believe that although it may be possible to have an idea about a teacher's performance in an online observation, I believe that only through f2f observations can an observer understand the skills of a teacher in-depth. The way a teacher approaches his/her students, where s/he stands in class, how s/he uses the board (or other classroom materials) can be easily observed f2f.”*

P19: *“I prefer to be observed face-to-face because it allows me to do variety of activities. It also provides more time for pair and group work activities as it is easier to organize students physically than virtually :)”*

4.8.2. Synchronous online class observation. 11.5% of the participants chose synchronous online classes when asked whether they would prefer to be observed in

face-to-face classes or online classes since it does not create anxiety, as a personal choice and as the observer is not seen by the students. Among the remarks were;

P11: *“I prefer to be observed in online class as it is less stressful for me and my students. Sometimes one class shared by three teachers are observed 6 times in a module, which overwhelms the students.”*

P17: *“Online, personal preference.”*

P24: *“Probably online classes as the students do not see the observer.”*

4.8.3. No difference. 11.5% of those polled responded that it makes no difference. One of the participants made the following comment:

P20: *“It doesn’t matter as long as they are conducted few times.”*

4.9. Instructors’ Perceptions of an Ideal EFL Class Observation System

Instructors were asked about how an ideal EFL class observation system should be and the responses were presented below.

Table 10.

Themes Referring to the Ideal Class Observation System

Main Themes	Number of Instructors N:26	Total %
Frequency	8	30,7
Alternative PD activities	8	30,7
Constructive Feedback	5	19,2
Developmental Purpose	5	19,2
Focused areas	4	11,5
Transparency	3	11,5
Optional	2	7,6
Absence of students	2	7,6
Observer	2	7,6
Pre-observation meeting	1	3,8

Instructors were asked to describe an ideal class observation system that would benefit both instructors and the institution to the greatest extent possible, and they provided a wide range of responses. The most frequently mentioned theme was frequency of observations, followed by providing alternative professional development activities, giving constructive feedback, aiming at developmental purposes, focusing on specific areas, transparency, absence of students, conducting peer observations, conducting optional class observations, having an experienced observer, and having a pre-observation meeting.

4.9.1. Frequency. When asked about an ideal class observation system, 30.7% of instructors responded that the frequency of class observations should be carefully determined, and some suggested how often they should be. Some of them thought that the more class observations do not mean that the more instructors improve themselves. Some remarks were made;

P11: *“it shouldn't be too frequent like twice a month in order to make these sessions less stressful and more fruitful for the teacher as well as the students.”*

P12: *“the number of them should be arranged carefully not to turn the process a disadvantage. They might be held once in a module or semester. Also, observations might be prioritized according to the performance.”*

P19: *“The more the teachers observed does not mean that the more they improve themselves. Therefore, a training program which also includes observations should be organized for those who are in need.”*

P20: *“As long as it is conducted for few times.”*

P22: *“How often a teacher is going to be observed is important.”*

P24: *“It could be done like once in a module, so that everyone knows the rules, and don't get observed every few weeks.”*

4.9.2. Alternative professional development activities. %30.7 of those polled agreed that alternative types of professional development activities such as a peer observation, a training program, a workshop, video recorded lessons, self-reflection, voluntary-based observations, conferences, and seminars could be offered to instructors in order to improve their teaching quality in the classroom. Some people commented;

P1: *“Not only observation experts, but also peer teachers should observe the lessons.”*

P10: *“A training program or a workshop can be organized according to the teachers' needs after observations.”*

P13: *“Video recorded lessons, self-reflection, and voluntary-based observations. Focused observations, meaning, and observing only one aspect of the lesson, such as instructions.”*

P14: *“This should be supported by targeting professional development sessions if staff have a reason and an expectation that they will benefit from training, they will embrace it more fully.”*

P15: *“They should be followed by conferences/seminars/workshops.”*

P19: *“The teachers who need some support could be identified first and they should get some teacher training sessions. Within those training sessions, among many other things, the teachers can be observed.”*

P21: *“I think there should be regular professional development activities for all the staff, but more for less experienced teachers.”*

P23: *“Peer-observations also creates more constructive environment because teachers learn various activities from each other and have the opportunity to see how they are applied by their colleagues.”*

4.9.3. Constructive feedback. % 19.2 of participants agreed that an ideal class observation system would provide instructors with constructive feedback that would help them improve their teaching quality. Some participants made comments.

P2: *“Constructive feedback should be given to the teacher.”*

P5: *“I think that observation systems based on cumulative and constructive detailed feedback are sufficient.”*

P11: *“It should be on both online and face-to-face platforms, the feedback sessions should be constructive and positive.”*

P14: *“Observation in the absence of constructive feedback supported by training is of limited value.”*

P19: *“Constructive feedback can be given to them so that they can improve themselves.”*

4.9.4. Developmental purpose. %19.2 of the participants supported the idea that class observations should be conducted for developmental purposes. Some of the participants' comments were as follow;

P7: *"I find it useful only as long as the observations are developmental. However, when performance scores, dismissals, etc. are considered, it can put extra pressure on educators and the expected improvement may not be seen."*

P14: *"They should operate for the institution as quality control and to support the teaching staff- with their development of certain skills or in the event of disputes or complaints."*

P18: *"The system should be designed in a way to address genuinely for the teacher's professional development, not for their performance assessment."*

P21: *"The observations should be for only developmental purposes to make the most of them."*

P22: *"Also, observations' purpose is to improve."*

4.9.5. Focused areas. When asked about an ideal class observation system, 11.5% of instructors suggested that during a class observation session, observers should focus on specific areas of improvement and instructors should receive feedback on these areas. Some of the comments were as follow:

P2: *"One or two specific areas should be focused on in an observed class."*

P13: *"There should be Focused observations, meaning, and observing only one aspect of the lesson, such as instructions."*

P21: *"In the course of time the classroom observations can be implemented by focusing on the items covered in training sessions."*

4.9.6. Transparency. %11.5 of the participants claimed that in an ideal class observation system, expectations and the procedure should be explained to the instructors.

P8: *"The teacher should be aware of the expectations of the observer and the institution and nothing should be unexpected. The time and the date should be agreed upon in advance."*

P14: *"The aims should be shared and were possible mutually agreed on."*

P23: *"Transparency is important."*

4.9.7. Optional. Two of the participants agreed that class observations should be dependent on the instructors' own preferences.

P14: *"It is feasible the institution wants to collect data for its own research aims. This should be optional to join in."*

P17: *"It should be based on free will."*

4.9.8. Absence of the students. Two of the participants preferred the absence of the students.

P6: *"I think the idea observation would be done without the instructor or the students being aware of it."*

P25: *"I definitely don't find it appropriate to make observations in classrooms where students are present. It's a disadvantage for teachers' authority. It also disrupts the natural flow of the lesson."*

4.9.9. Observer. Two of the participants mentioned that the qualifications of an observer are important so that they can assist instructors. The comment made by participants were:

P18: *"The observers must be qualified enough to do it. Also, they must familiarize themselves with the changing student profile changing even in every module so that they can come up with realistic and implementable ideas."*

P23: *"a well-trained, experienced observer who can guide and assist the teacher is important."*

4.9.10. Pre-observation meeting. One of the participants stated that there should be a pre-observation meeting.

P16: *"I think there has to be a pre-observation meeting. The observee could walk the observer through the steps of the lesson (his/her lesson plan), and the observer can guide the observee if there are points to consider."*

5. DISCUSSION AND CONCLUSION

In this section, regarding the research questions, data were collected from 26 English Language Instructors via an interview consisting of open-ended questionnaire on Google forms, and notes were extracted onto an Excel Sheet and analyzed using a coding system. Findings of the study will be discussed regarding the research questions below.

1. What do the instructors of School of Foreign Languages at Antalya Bilim University think about advantages and disadvantages of face-to-face class observations?
2. What do the instructors of School of Foreign Languages at Antalya Bilim University think about advantages and disadvantages of synchronous online class observations?
3. How do the instructors of School of Foreign Languages at Antalya Bilim University perceive an ideal class observation?

This study aims to investigate how teachers perceive both face-to-face and synchronous online class observations and an ideal class observation system. But before it focuses on each one of the types of class observation system separately, the research explores instructors' viewpoints regarding the aim of class observation systems in general implemented within their institution in both face-to-face and synchronous online class observation system.

Regarding the objectives of the class observation system, three common themes emerged from the teachers' perceptions: professional development, performance evaluation and standardizing school culture. Of the participants, almost half agreed that they are for professional development. The majority of EFL instructors believed that class observations aimed to develop educators professionally and facilitate their improvement. They recognized that for the school to thrive, instructors must continuously develop their instructional techniques and put them into practice. This approach, beneficial for teachers, students, and the organization as a whole, fosters overall progress within the school.

An interesting pattern emerged regarding the relationship between years of teaching experience and perceptions of class observation objectives. Participants with one to five years of teaching experience, as well as those with six to ten years of experience, were more likely to believe that the primary goal was to improve teaching quality and support professional development. This suggests that less experienced educators see class observations as a way to develop both themselves and teaching quality.

On the other hand, a sizable portion of EFL instructors also believed that class observations were for performance evaluation. Their perception that they were being assessed to determine whether they were suitable for the university undermines the goal of the class observation. They believed that the institution conducted these observations to score the instructors' performances based on specific criteria and determine contract renewals for the following year. Some instructors questioned the alignment of the observed goals with the actual outcomes, with one instructor expressing concern about the lack of goal explanation to fellow educators. The data indicated that more experienced instructors tended to view class observations as primarily for performance evaluation. Six of the participants who indicated that they were there for evaluation had teaching experience ranging from 11 to 26+ years; three had six to ten years of experience, and one had one to five years. Vanci-Osam and Aksit (2000) found similar results regarding the aim of instructor appraisal system. Many instructors considered that class observations are for professional and self development, raising awareness; however, some instructors believed that they are for evaluating, controlling, and judging the instructors. Lasagabaster and Sierra (2011) and Tunçyürek (2019) also support the findings by concluding that teachers found the class observation system beneficial; however, for some teachers, it was not advantageous as it has the evaluation purposes. Similarly, in Wang and Day (2002)'s study, teachers thought the class observations aim to mold teachers' instructional strategies and when they aimed at evaluating teachers, it was perceived as punishment by the teachers causing them to feel anxious.

Another recurrent theme approved by one-fourth of the participants was the belief that class observations aimed to standardize school culture, ensuring that every student receives an education of consistent quality. The institution lays out a path for the instructors and asks them to follow it in order to satisfy its expectations. They thought

that by standardizing the instructors through in-class inspections, training would be improved to meet the needs of the institution. Looking at the results, more experienced instructors outnumbered less experienced instructors under this theme. Of the participants who believed that class observations aim to standardize teaching, one has one–five years of teaching experience, four have six to ten years of teaching experience, and one has 11–15 years of teaching experience. Arslan (2021) also found that two of the instructors mentioned that the aim of the class observations is to keep the teaching quality at a certain level at school.

5.1. Instructors' Perceptions on Face-to-Face Class Observations

When instructors were asked to evaluate the effectiveness of face-to-face class observations, they provided scores ranging from zero (ineffective) to ten (highly effective). The data indicates that more than half of the participants, a total of 20 instructors, assigned a score of six or higher, signifying that 77% of the participants found face-to-face class observations to be effective. Among these 20 instructors, nine had between 11-26+ years of teaching experience, while 11 had one-ten years of ELT experience. This suggests that the level of experience did not significantly differ among those who scored the efficacy as six or higher. On the other hand, six instructors rated the efficacy as five or lower. Four of these instructors had between six to ten years of ELT experience, and two had 21-25 years of teaching experience. This indicates that instructors who rated the efficacy as five or lower were not necessarily novice instructors. This finding aligns with William's (1989) study, which also found that teachers had positive attitudes toward class observations, with a majority scoring the usefulness of these observations as four out of five, indicating they viewed them as "beneficial".

As for the impact of class observations, most of the comments (around 80%) from the participants suggested that class observations at their institution had positively impacted and improved specific areas of their teaching. They saw class observations as an opportunity to reflect on their teaching practices, helping them identify strengths and weaknesses. Teachers considered class observations valuable for gaining alternative ideas and a fresh perspective on lesson delivery and activities, often provided by professionals or colleagues. These results resonate with a study conducted

by Lasagabaster and Sierra (2011), indicating that most participants have a favorable view of observations and believe the benefits outweigh the drawbacks, marking class observations as an essential component of teacher development. And similar findings indicate that teachers have positive views and attitudes towards class observations. (Lasagabaster & Sierra 2011, Arslan 2021, Tunçyürek 2019, Barrogo 2020, Tshabalala 2013, Alshehri 2019, Zaare 2013). It is also supported in Alshehri's (2019) study that class observations, especially post observation sessions are highly important for the improvement of the teacher and ongoing professional development.

Analyzing the results, it was found that eighteen of the participants who are in favor of face-to-face class observations have teaching certificates such as CELTA, DELTA, ICALT and TESOL. In addition, twenty four of the participants who believed that face-to-face class observation system changed or improved their teaching have between one to 26+ year of teaching experience, so it does not give us distinctive results about whether experienced or novice instructors thought they have positive effects on their teaching ; however, both participants who mentioned that they did not benefit from the observation system and it did not change their teaching are the most experienced two instructors of the institution who have teaching experience between 21-26 years. It was thought by these instructors that class observations were not enough themselves to change their teaching, regular and alternative professional development activities were needed. These responses were in line with the findings in Arslan's (2021) study that more experienced instructors did not find the class observation very useful and did not offer them much to improve their reflecting teaching while less experienced instructors agreed that observations contribute to their professional development and reflective teaching.

Participants were also asked to specify the areas of their teaching which improved a lot. By looking at the questionnaire results, face-to-face class observations help most of the participants improve their teaching and performance. Instructors stated some specific areas of improvement in their teaching skills. It is seen that improvement in giving instructions is the most frequently mentioned area. After the class observations, instructors began delivering more concise and straightforward instructions. Moreover, the feedback received help them refine and enhance their use of Instruction Check Questions (ICQs), enabling them to ask clearer and more effective questions.

Consequently, they provided students with a straightforward and understandable approach to task completion, fostering better comprehension and engagement throughout the lesson.

Another significant area of improvement instructors exhibited is the utilization of Collaborative Learning Strategies (CLS) following class observations. They notably enhanced their application of CLS by grouping students based on their proficiency levels, fostering collaborative efforts among students, and assigning tasks that encouraged teamwork. These observations resulted in a noticeable increase in the effective use of CLS, particularly in facilitating diverse student groupings and promoting collaboration. Additionally, participants reported advancements in inclusivity by incorporating various interaction patterns into their lessons, further enriching the learning experience.

Lesson planning emerged as another area of significant improvement. They began meticulously structuring each stage of their lessons, incorporating a diverse array of activities, particularly emphasizing more creative production tasks. As per participants' feedback, these observations significantly aided in refining lesson structures and devising alternative approaches to task completion. Additionally, the observations positively impacted time management skills. Instructors adjusted their pacing, ensuring the allocation of sufficient and fitting time for each lesson stage and for students to proficiently complete their tasks.

It is also obvious that observations assisted the instructors with reducing Teacher Talking Time (TTT). The instructors consciously reduced their speaking time, thereby providing students with increased opportunities to actively engage in using the language and participate in oral expression. Consequently, students might benefit significantly from these increased opportunities and enhance their oral communication skills. And the instructor was there to guide and help when the students needed.

Classroom management is also another emerging area of improvement. It can be concluded that the instructors began to monitor students more closely by establishing a good rapport with them. It indicates a shift in their approach to teaching, emphasizing a stronger connection with students to better understand their needs and progress.

It was also shown how class observations had a positive impact on instructors' abilities to manage technical aspects. This suggests that through observations or feedback

sessions, instructors were able to enhance their skills related to handling technical aspects of teaching. Also, an improvement in the physical position of the instructor within the classroom could be observed. This could mean a change in how they physically engage with students, manage the space, or present themselves during teaching sessions.

As improvement areas as a result of class observations, it was found in Lasagabaster and Sierra (2011) that two areas which improved were lesson planning and sharing ideas with trainees. Bailey (2006) also concluded that class observations were useful for teachers to improve their lesson planning and conduction, time management and using various activities. Pham Viet (2004) conducted another study in which an English teacher tried to improve her instructions and asked for being observed by her peers and filling an observation form together with a student questionnaire, and the results showed that observations helped the teacher improve her instruction in class and contributed to the increase in her self-awareness and reflectivity.

In summary, majority of the instructors who were asked whether the class observation method positively affected the overall teaching quality at school agreed on its positive effects. It was believed that the system ensured the improvement of students, classes, and the school as a whole in addition to helping instructors enhance the quality of their instruction. According to nearly half of the participants, the quality of instructions in a school improved in direct proportion to how much the instructors gain from the class observation method. The approach also let instructors review their own lessons, identify their own strengths and limitations, and have the opportunity to improve them. They stated they also had the opportunity to hear professional advice on the things they could change. It was found in other studies that class observations had positive impact on increasing the teaching quality (Tunçyürek, 2019; Bennett & Santy, 2009 and Jackson & Bruegmann, 2009). Zaare (2013)'s study also concluded similar results that via observations, instructors learnt from their colleagues and their teaching developed which contributed to the improvement of the school in turn. On the other hand, two participants felt that inexperienced instructors might gain more from the system as they work to adjust to the institution's structure, to be comparable to other instructors, and to meet the expectations of the school.

While the majority highlighted the positive impacts of face-to-face class observations on teaching quality and self-reflection, concerns regarding frequency and feelings of demotivation among a subset of educators reveal the need for a balanced and supportive approach in implementing such observation practices. A considerable number of participants are worried about the frequency that instructors are observed in the classroom at school. Participants believed that conducting more frequent observations would take more time and effort, which would make the instructor more frustrated and burdened. They believe since instructors are frequently viewed by outsiders, the relationship between them and their students may suffer as a result. So as Bell et al. (2019) offer in their study, during evaluation process, the frequency of observation is considered in the observation framework. Another issue was that instructors did not have enough time to endorse the feedback in their teaching practice before the next observation because they could not plan something substantially different from the previous one and not much could change between observations. The system's objectives are out of alignment as a result of these factors. Furthermore, some of the instructors found the system and frequency demotivating and thought it causes tension on instructors. Although there aren't many studies specifically on the ideal frequency of the class observations, Wragg (1999) suggested that they should be conducted at least twice a year and similar results were found in Lam (2001)'s study that teachers wanted to be observed once or twice a year. And Martinez et al. (2016) concluded that the frequency of the observation should be different for novice and experienced teachers.

5.2. Instructors' Perceptions on Synchronous Online Class Observations

With the Covid-19 pandemic period, teaching has also undergone many changes and the biggest change was carrying out lessons online fulltime. In line with these changes, class observations were carried out synchronously in online classes in order to help teachers adapt to the process quickly and easily and have the students get most out of the online classes. With regard to this new system, instructors were asked about the overall effect of synchronous online class observations on their teaching skills and then they were asked to specify the advantages and disadvantages of synchronous online class observations.

When asked about their overall perceptions of the effects of synchronous online class observation, a huge number of people, comprising 84,6% of the participants, voted for the positive effects of synchronous online class observations while 15,3% mentioned some negative outcomes. Regarding the positive impacts noted, 27% of the participants mentioned gaining new insights and ideas for conducting effective online classes through observations. Comments from some individuals highlighted how these observations introduced innovative teaching methods and ways to integrate feedback into their sessions, ultimately improving their online teaching. Another 27% emphasized the opportunity for reflective practices that these observations facilitated. Their comments suggested that these sessions encouraged self-reflection, helping them identify strengths and areas for improvement in their teaching approaches. Furthermore, 23% of the participants stated that synchronous online observations encouraged them to incorporate more technological tools and equipment into their classes, enabling them to utilize technology more effectively for teaching. On the other hand, a smaller portion, 7.6%, noted the impact on varying class interactions, gaining insights into diversifying and engaging classroom dynamics.

On a contrasting note, only two of the participants highlighted their dependency on the observer's feedback, implying that the effectiveness of the observations relied on the quality and relevance of the feedback provided by the observer. Interestingly, one participant voiced challenges encountered during online teaching, such as classroom management issues, another one stated the problem of time constraints, in an online environment. These challenges impacted their perception of the effectiveness of synchronous observations on their teaching skills.

5.2.1. Advantages. The transition to online classes presented a distinct challenge for instructors, stepping into an unfamiliar teaching environment. Feedback from observers regarding their performance in online classes played a vital role in their adaptation to this new teaching landscape. Guidance on providing instructions effectively, maintaining fruitful interactions among students and between instructor and students, and effectively transferring their teaching skills to the online platform significantly facilitated their adjustment. Moreover, being observed in this new environment, new for both instructors and students alike, provided a valuable

opportunity for reflection. The instructors were able to reflect, identify their strengths, recognize areas of improvement, and aspects that needed enhancement within this new classroom environment. This reflective process proved to be instrumental in aiding their transition and adaptation to this uncharted territory of online teaching.

About a third of the participants appreciated the observations as they offered a fresh perspective on their growth and allowed them to apply received feedback to their subsequent teaching. Many found these sessions inspirational, leading to new ideas and innovative ways to conduct online lessons. Participants highlighted that synchronous online observations empowered instructors to autonomously manage the teaching process. These sessions spurred extensive idea-sharing discussions on educational apps and various features of online teaching platforms. Additionally, they helped instructors stay attentive, increasing awareness of crucial aspects in online classes and offering insights into adapting activities for online learning purposes.

Another prevalent theme was the increased utilization of online tools. Instructors felt that synchronous online class observations encouraged them to use technological tools and optimize various websites. This shift led to a more effective use of devices, integrating teaching applications and technical features within their chosen online platforms. The observations prompted instructors to enhance student engagement strategies and diversify interactions within the online environment. Moreover, synchronous online class observations were noted as beneficial not only for the instructors but also for the observers to evaluate teaching quality and consistency with institutional expectations for online instruction. Participants emphasized that this observation system evoked instructors' awareness regarding new online teaching tools, time management, and fostering effective classroom interaction. The availability of class recordings emerged as a valuable resource, allowing the instructors to review their teaching practices and conduct self-assessments during post-class sessions.

As one of the most popular responses to the advantages of the synchronous online class observations, the instructors were happy about the physical absence of the observer in the class. Observer attended the online class synchronously; however, he/she kept the cameras off all throughout the lesson. And it was thought that it helped students behave naturally and feel comfortable; thus, both the instructor and the students were not stressed much. Observers' turning off their cameras and muting themselves helped the

instructors forget about the observation and feel less anxious while being observed. However, in their study, Dyke et al. (2008) seem to contradict these findings. They concluded that physical presence of the observer in class is more preferable as he/she is able to analyze the school thoroughly and have a wider understanding of the context and they can interact and be more active in the class.

In addition to above mentioned advantages of online class observation, one of the participants found it easy to monitor the students and check their productions easily and another participant found it time saving to deliver, collect and check the materials. Looking at the results, it appears that Dyke, Harding, and Liddon (2008) support these findings by concluding that online class observations can be a good substitute for face-to-face ones because the scores provided by observers are equivalent to those provided in face-to-face observations. They contend that online class observations are crucial and useful resources for academic and professional advancement. Online class observations are also helpful because they make it practical and affordable to monitor a trainee in a distant location.

In their study, Eskey and Roehrich (2013) and Mandernach, Donnelly, Dailey and Schulte (2005) investigated a new online instructor evaluation system which aims at providing opportunities for instructors to reflect on their teaching, evaluating their own teaching practices continuously and it was found that most novice instructors expressed gratitude for the thoroughness of the observation system used to evaluate their effectiveness as online learning facilitators. In Mandernach et al.'s (2005) study, some of the teachers stated that they benefitted from constructive feedback, and it made it easier for them to teach better in an online environment as it was a new teaching setting for them and they mostly welcomed the collaboration between the mentors and the teachers. It is also shown in the article that teachers were grateful as they had the chance to reflect on their teaching and have some ideas on how to conduct the lesson and manage class. Similarly, Simbulan (2021) found that online class observation offers hope for a new blended paradigm of classroom instruction and academic engagements. According to a comparable study on live video class observations, these observations help with the reactivity issue and prevent the observer from making subjective judgments (Liang, 2015).

5.2.2. Disadvantages. The most frequently mentioned issue regarding the drawbacks of the synchronous online class observations was the technical issues that occurred during the classes, particularly in the observed class. In terms of disruptions to the lesson's natural flow, instructors were particularly concerned about connectivity issues and issues with the devices they were using. Instructors also expressed frustration about their inability to effectively direct the students to breakout rooms and call them back to the main classroom. The utilization of the online platform and going to the break out rooms to complete the work there were equally challenging for the students. The instructor would occasionally visit other breakout rooms while the students were supposed to be working. All of these factors contributed to raise the instructors' anxiety levels, which made it stressful for the instructor to be observed in such a setting.

Another popular response was the students' behavior and attitudes towards online classes and the performance they exhibited in the class. One of the main problems, according to instructors, was that some students did not take online classes seriously about the online classes. It was quite challenging to handle since some students refused to turn on their cameras during the class, and the instructor was unable to exert authority and make them turn their cameras on. Teaching English includes certain cooperative work and engagement. When instructors put them into a breakout room, some students remained silent and did nothing until the instructors arrived.

Additionally, it was believed that students misused the online learning process, and issues with the device itself, the internet connection, or the features of the online class platform or program made it extremely challenging for instructors to efficiently manage the classroom and the time. It took extra time to have the students participate in interactive activities. Since using body language, gestures, and mimics was difficult, it had a negative impact on the control of the students.

Also the instructor found it difficult to integrate a variety of exercises, which also caused them to lose focus and they were not particularly active in the lesson. Two of the instructors found it challenging to monitor every student at once in online classrooms.

As instructors couldn't have personal and face-to-face interaction and also they couldn't use body language and gestures effectively, their interaction was affected badly and they could not build rapport with the students.

Considering the technical problems, the problem of students' not turning their cameras on, time and class management issues, nearly one third of the EFL instructors stated that they felt pressure on them, and this increased their anxiety.

These findings were in line with what Simbulan (2021) noted in his study. He concluded that one drawback of online classrooms was that occasionally, students were invisible since they had only set a profile photo and did not turn on their cameras. They did it sometimes because their Internet connection was poor or because they did not have the right equipment. As they believed their instructors did not see them, students could occasionally choose to leave the class at any moment without telling the instructor. Additionally, both students and instructors were unable to make eye contact with one another, and the teacher's body language could not be read by the class. Teachers must therefore assume responsibility for motivating and involving their students. And based on the observations, instructors expressed gratitude to their students and gave them the confidence they needed to participate. In addition, in a similar study on live video class observations, as one of the limitations, it was stated that it was difficult to have information on the temperature, smells, or activities that happen away from the cameras or in circumstances where it is challenging to observe behavior on cameras (Liang, 2015).

After thoroughly exploring face-to-face and synchronous online class observations individually, attention turns to the post-observation meetings that occur between the observers and the instructors being observed in both settings. Most of the instructors comprising 84,6% concurred that it was an essential component of a class observation system because it gave the instructors a chance to view their instructions or lesson from a different angle and assess what they were doing well and what they needed to improve on for future teaching practices. Additionally, they enjoyed hearing compliments on their good work. They added that the observer's constructive criticism had been very helpful to the instructor and had given them ideas they might use in their instructions. As they discussed various facets of the lesson, some of the instructors asserted that they are very helpful. They were supportive of the idea of brainstorming

during the discussion with the observer. Instructors felt that the post observation meeting gave them the opportunity to justify and provide an explanation for any decisions they took during the class. Both the instructor and the observer provided thorough explanation of the lesson and teaching technique, which aids improving both of the sides' understanding of one another. These findings are in line with what Alanazi (2016) and Abri (2011) call for. They contend that teachers ought to have the chance to consider their methods, assess their strengths and flaws, and look into alternative methods so they can come up with a better version of their instructions.

The study shows that post observation meetings carried out in the institution meet the expectation of teacher reflectivity, obtaining alternative ways, ideas and justifying what they did in the classroom. Observers in Arslan (2021)'s study also found the post observation meeting effective as they provide a teacher with a chance of self-reflection and see their strengths and weaknesses and almost half of the teachers thought they benefitted from the post observation meeting to reflect on their lessons and get alternative ideas. According to Alshehri (2019), who supports these findings, feedback given in post-observation meetings considerably aids the professional development of instructors and raises the caliber of instruction at the school.

On the other hand, three of the participants were concerned about the effectiveness depending on the observer and provided some suggestions. Some of these instructors asserted that they did not benefit from each observer at the same level for a variety of reasons. Some of them preferred sessions with certain observers over those with other observers because they thought those observers were more competent and had better communication abilities. One of the participants stated that demotivating factors include the fact that observers keep to a set lesson plan and provide feedback in accordance with it. It was advised that as teachers have their own views and teaching methods, observers should not force their own ideas on how to carry out a work in particular. When the observer's attitude is paired with constructive criticism and the observer proposes more alternative methods rather than pointing out what is less effective in the class, it is believed to be much more beneficial. These findings were also supported by Vanci-Osam and Aksit (2000) that teachers liked the appraisal meeting since they were relaxing, positive, friendly, and helpful; however, some people thought that their observer was not qualified enough to guide and give

feedback. Arslan (2021)'s study also concluded that although less experienced teachers found the post observation meetings helpful, experienced teachers thought they were not beneficial as individual differences were ignored and feedback pushed teachers to follow a rigid lesson plan. Moreover, teachers in her study claimed that they were not positive towards post observation meetings as they believed observers did not have enough expertise. Day (2013) suggests that an observer should have enough knowledge in order to contribute to the professional growth of instructors.

5.3. Instructors' Perceptions of Ideal Class Observation Practices

5.3.1. Instructors' preferences. When the instructors were asked whether they would like to be observed in face-to-face or synchronous online classes, considerable number of the instructors voted for face-to-face class observations. Only three of the participants chose synchronous online class observations and three other mentioned that it does not matter whether they are observed in face-to-face class or online class. For a variety of reasons, participants overwhelmingly favored face-to-face class observations. For example, in a face-to-face classroom, both students and instructors can demonstrate their full potential or true performances, interaction between the instructor and the students can be achieved much more effectively, the factor of connection or technological issues which make them uncomfortable is eliminated, time and class management are greatly simplified, monitoring and giving feedback processes can be conducted effectively, instructors can engage students easily, and both instructors and the students can benefit from the use of technology. It is simpler for the observer to perceive the quality of the instructor and the lesson's flow when both instructors and students see each other's body language, gestures, and mimicry. Synchronous online class observation was preferred by very few people, and they mentioned the reasons as it is a personal choice, online class is less stressed, and the observer is invisible.

5.3.2. An ideal class observation. The instructors were asked to suggest how an ideal class observation should be so that all parties including the students, instructors and administration can benefit from them more and most instructors meet at the same point that the frequency of the observation should be carefully decided and

the people who are really in need should be prioritized. Freeman (2001) also states that teachers' qualification should be considered carefully during an observation depending on their experience and prior knowledge. Alshehri (2019) found that whether novice or experienced teacher will be observed should be decided and how post-observation feedback affect novice or experienced teacher should be considered. It is thought that an ideal class observation should be conducted once a module or twice a year.

Another popular theme was that if the purpose is to improve teaching quality and develop professionally, besides class observations, alternative professional development activities such as peer observation, a training program, or a workshop according to the needs of the teachers, video recorded lessons, conferences and seminars should be also provided. One of the participants mentioned that he/she benefitted a lot from peer observations as they learnt various different activities from each other and they saw how they were applied differently in classes.

In addition, it was supported that observations should be based on constructive feedback aiming at improving teachers and they should be conducted for developmental purposes rather than judgmental and evaluation based. Institution should aim at checking the quality and supporting the teachers to develop their skills at any circumstances. Otherwise, observing teachers for evaluation purposes put pressure on instructors. These findings are in line with what teachers in Alshehri (2019)'s study believe that teachers were more positive towards formative purpose of the observations.

Another suggestion was that the observer should focus on one or two aspects of the teaching in an observed class. Hutt and Hutt (1970) also emphasized that the number of behaviors observed could affect how reliable the data collected from observations was. If fewer items are observed during an observation session, the reliability of the observation may increase, and teachers want transparency and ask for being informed about the expectations and the aims of the observations. One or two teachers mentioned that class observations should be optional, well trained, and experienced observers can be more effective and there should be a pre-observation meeting. These results support what O'leary (2013) suggested as the best class observation system. In his study, it is recommended that class observations serve developmental rather than evaluation-based purposes; in addition to class observations, alternative methods of

information gathering, such as peer observation, self-assessment, and student feedback should be included; there should be pre and post observation and feedback sessions; and teachers who need more support than the others should be identified and supported accordingly. Williams (1989) also supported these findings by concluding that teachers favored some aspects of class observations such as pre and post meetings, constructive feedback, relaxing environment, and supportive tutors.



6. IMPLICATIONS FOR PRACTICE

1. In line with the expectations of the participants, a system that considers the individual characteristics of teachers more depending on their experience, improvement points and prior knowledge can be adopted.
2. Professional development and formative purpose can be targeted in a completely natural lesson flow.
3. Ideal frequency of the observations can be considered, and some time may be given for teachers to endorse the feedback between observations.
4. In addition to class observations, teachers should be supported with more peer observations, training sessions, seminars, webinars, and conferences.
5. During observation process, pre-conferences can be held in addition to the post conferences.
6. Class observations by administration or tutor and especially online class observation may create anxiety so measures can be taken to reduce negative emotions such as stress, anxiety, tension, discomfort, and excessive excitement.
7. Studies can be carried out to break the prejudices of educators regarding face-to-face and online observation and good examples can be shared.
8. In each observation, one or two areas can be focused on.

7. LIMITATIONS OF THE STUDY

1. This study was conducted in an English Language Teaching program of a private university in Antalya by using qualitative research method. The study group consists of teachers in this program so it may not be generalized. In order to obtain generalizable results for class observations, this study can be carried out with a much larger sample group by reaching many Schools of Foreign Languages in our country.
2. Synchronous online class observations were conducted for the first time during Covid-19 period in this institution so stressful pandemic period might have influenced the teachers' perceptions towards online class observations. So a research might be conducted under normal conditions.
3. The research was carried out by using qualitative research method, in order to explore more, quantitative data analysis method might also be included. And data collected from other resources such as interviews, student surveys, self-assessment reports might also be included.
4. The study was carried out in English Language teaching classes so for future studies, the research can be conducted in different foreign language classes or at different levels and subject areas in primary, secondary school and higher education.
5. A study may be conducted on the perceptions of the observers, administrations and students who actively get education in these classes and so accordingly class observation plan can be updated.
6. The findings of the study showed that teachers were concerned about the frequency of the observations and so another study on ideal frequency of both face-to-face and online class observations may be conducted as there are not many.
7. Administration, professional development unit, observers and teachers can work together and conduct action research for a lesson observation system needed in their institutions and propose a lesson observation model to be used in their institutions.

8. The study can be conducted by a different person who is not one of the observers and does not have post observation feedback sessions in order to be able to get more objective responses.



REFERENCES

- Ahuja Ram, (2010), *Research Method*, New Delhi: Rawat Publication, p. 125
- Akhtar, M., I. (2016). Research in social science: Interdisciplinary perspectives. *Research Design*, 68.
- Al-Abri, F. S. M. (2011). *Assessing reflection in EFL supervision feedback conferences*, (Unpublished Master's thesis). Sultan Qaboos University, Oman.
- Alanazi, M. (2016). *An investigation of developing teachers' understanding of using dialogic approach in Saudi primary mathematics classrooms*, (Doctoral dissertation). The University of Manchester, Manchester, England.
- Allen, I. E., & Seaman, J. (2011). *Going the distance: Online education in the United States, 2011*. Sloan Consortium. PO Box 1238, Newburyport, MA 01950.
- Alshehri, E. (2019). Classroom observation for professional development: Views of EFL teachers and observers. *Arab World English Journal: Special Issue: Application of Global ELT Practices in Saudi Arabia September*, 57-71
- Alvi, M. A. (2016) *Manual for Selecting Sampling Techniques in Research*; MPRA Paper No. 70218; University of Karachi, Iqra University: Karachi, Sindh, Pakistan.
- Arslan, F. Y., & İlin, G. (2013). Effects of peer coaching for the classroom management skills of teachers. *Journal of Theory and Practice in Education*, 9(1), 43–59.
- Arslan, Z. (2021). *Türkiye’de bir vakıf üniversitesi İngilizce hazırlık programında uygulanan kurumsal sınıf gözlem sistemi üzerine paydaş algıları* (Doctoral dissertation, Bilkent University).
- Astalin, P. K. (2013). Qualitative research designs: A conceptual framework. *International journal of social science & interdisciplinary research*, 2(1), 118-124.

- Atieno, O. E. (2019). Effectiveness of principals' instructional supervision in enhancing teachers' professional development in public secondary schools in Nairobi and Kajiado Counties, Kenya. *Unpublished Thesis*.
- Bacher-Hicks, A., Chin, M. J., Kane, T. J., & Staiger, D. O. (2019). An experimental evaluation of three teacher quality measures: Value-added, classroom observations, and student surveys. *Economics of Education Review*, 73, 101919.
- Bailey, K. M. (2006). *Language teacher supervision: A case-based approach*. Cambridge: Cambridge University Press.
- Bailey, K. M., Curtis, A., Nunan, D., & Fan, D. (2001). Pursuing professional development: The self as source (Vol. 63, No. 59, p. 4). Boston, MA: Heinle & Heinle.
- Barrogo, S. D. (2020). Teachers' Perception of Standardized Classroom Observation Tool. *Online Submission*, 4(7), 33-37.
- Başkale, H. (2016). Nitel araştırmalarda geçerlik, güvenirlik ve örneklem büyüklüğünün belirlenmesi. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 9(1), 23-28.
- Bell, C. A., Dobbelaer, M. J., Klette, K., & Visscher, A. (2019). Qualities of classroom observation systems. *School effectiveness and school improvement*, 30(1), 3-29.
- Bennett, S., & Santy, J. (2009). A window on our teaching practice: Enhancing individual online teaching quality through online peer observation and support. A UK case study. *Nurse Education in Practice*, 9(6), 403-406.
- Bernard, R. M., Abram, P. C., Lou, Y., Borokhovski, E., Wade, A., Wozney, L. et al (2004). How does distance education compare with classroom instruction? A meta-analysis of the empirical literature. *Review of Educational Research*, 74, 379–439.
- Brophy, J & Good, T. (1986) Teacher behaviour and student achievement, in: M.C. WITTROCK(Ed.) *Handbook of Research in Teaching* (London, Collier Macmillan).

- Calandra, B., Gurvitch, R., & Lund, J. (2008). An exploratory study of digital video editing as a tool for teacher preparation. *Journal of Technology and Teacher Education*, 16(2), 137-153.
- Caratiquit, K., & Pablo, R. (2021). Exploring the practices of secondary school teachers in preparing for classroom observation amidst the new normal of education. *Journal of Social, Humanity, and Education*. 1(4), 281-296.
- Clipa, O. (2015). Roles and strategies of teacher evaluation: Teachers' perceptions. *Procedia-Social and Behavioral Sciences*, 180, 916-923.
- Coggshall, J. G., Rasmussen, C., Colton, A., Milton, J., & Jacques, C. (2012). *Generating teaching effectiveness: The role of job-embedded professional learning in teacher evaluation*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <https://gtlcenter.org/sites/default/files/docs/GeneratingTeachingEffectiveness.pdf>
- Cohen, J., & Goldhaber, D. (2016). Building a more complete understanding of teacher evaluation using classroom observations. *Educational Researcher*, 45(6), 378-387.
- Comas-Quinn, A. (2011). Learning to teach online or learning to become an online teacher: An exploration of teachers' experiences in a blended learning course. *ReCALL*, 23(3), 218-232.
- Cope, D. G. (2014, January). Methods and meanings: credibility and trustworthiness of qualitative research. In *Oncology nursing forum* (Vol. 41, No. 1).
- Creswell, J. W. (2002) *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Boston MA: Pearson Education.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (2nd Ed.). Los Angeles: SAGE Publications.
- Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. London: Falmer Press.

- Day, R. R. (2013). Peer observation and reflection in the ELT practicum. *Journal of Language and Literature Education*, 2(8), 1-8.
<https://doi.org/10.12973/jlle.11.210>
- Denzin, N. K., & Lincoln, Y. S. (1995). Transforming qualitative research methods: Is it a revolution? *Journal of Contemporary Ethnography*, 24(3), 349-358.
- Douglas, A., & Douglas, J. (2006). Campus spies? Using mystery students to evaluate university performance. *Educational Research*, 48(1), 111-119.
- Draper, A. K. (2004). The principles and application of qualitative research. *Proceedings of the nutrition society*, 63(4), 641-646.
- Dunkerton, J. (1981). Should classroom observation be quantitative? *Educational Research*, 23(2), 144-151.
- Dyke, M., Harding, A., & Liddon, S. (2008). How can online observation support the assessment and feedback, on classroom performance, to trainee teachers at a distance and in real time? *Journal of Further and Higher Education*, 32(1), 37-46.
- Eskey, M. T., & Roehrich, H. (2013). A faculty observation model for online instructors: Observing faculty members in the online classroom. *Online Journal of Distance Learning Administration*, 16(2), 1-14.
- Farrell, T. S. (2011). 'Keeping SCORE': Reflective practice through classroom observations. *RELC Journal*, 42(3), 265-272.
- Freeman, D. (2001). Second language teacher education. In D. Nunan & R. Carter (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 72-79). Cambridge: Cambridge University Press.
- Giffin, J. (2020). Teacher Observation, Feedback, and Support in the Time of COVID-19: Guidance for Virtual Learning. *Center on Great Teachers and Leaders*.
[https://gtlcenter.org/sites/default/files/Teacher Observation COVID-19.pdf](https://gtlcenter.org/sites/default/files/Teacher%20Observation%20COVID-19.pdf)
- Glaser, R. (1987). Thoughts on Expertise in C. Schooler & K. W. Schaie (Eds.), *Cognitive Functioning and Social Structure over the Life Course* (p. 81-94), Norwood.

- Goe, L., Bell, C., and Little, O. (2008). *Approaches to Evaluating Teacher Effectiveness: A Research Synthesis*. Washington, DC: National Comprehensive Center for Teacher Quality, 100 p.
- Goldhaber, D. (2002). The mystery of good teaching. *Education next*, 2(1), 50-55.
- Grace, D. H. (1999). Paradigm lost (and regained). *Independent School*, 59(1), 54-57.
- Grádaigh, S. Ó., Connolly, C., Mac Mahon, B., Agnew, A., & Poole, W. (2021). An investigation of emergency virtual observation (EVO) in initial teacher education, in Australia and Ireland during the COVID-19 pandemic. *Irish Educational Studies*, 40(2), 303-310.
- Guba, E. G., & Lincoln, Y. S. (1982). Epistemological and methodological bases of naturalistic inquiry. *Educational Communication and Technology Journal*, 30 (4), 233-252.
- Guskey, T. R. (1999). Apply Time with Wisdom. *Journal of staff development*, 20(2), 10-15.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3) 381–391. <https://doi.org/10.1080/13540600210000051260>
- Guskey, T. R. (2003). What makes professional development effective? *Phi delta kappan*, 84(10), 748-750.
- Ha, P. V. (2004). Classroom observation as a tool for professional growth. *Teacher's Edition*, March 2004, 26-30.
- Hammersley-Fletcher, L., & Orsmond, P. (2004). Evaluating our peers: is peer observation a meaningful process? *Studies in Higher Education*, 29(4), 489–503.
- Harasim, L. (1996). Online education. *Computer networking and scholarly communication in the twenty-first-century university*, 203-214.

- Hargreaves, A. (1988). Teaching quality: A sociological analysis. *Journal of Curriculum Studies*, 20(3), 211-231.
- Henry, P. (2015). Rigor in qualitative research: Promoting quality in social science research. *Res J Recent Sci ISSN*, 2277, 2502.
- Holloway, I., & Wheeler, S. (1996). *Qualitative research for nurses*. Oxford: Blackwell Science Ltd.
- Houser, J. (2016). *Nursing Research: Reading, Using and Creating Evidence: Reading, Using and Creating Evidence*. Jones & Bartlett Learning.
- Hsieh, H.-F. (2005). *Three Approaches to Qualitative Content Analysis*. *Qualitative Health Research*, 15(9), 1277–1288. doi:10.1177/1049732305276687
- Hutt, S. J., & Hutt, C. (1970). *Direct observation and measurement of behavior*. Springfield, Thomas.
- Jackson, C. K., & Bruegmann, E. (2009). Teaching students and teaching each other: The importance of peer learning for teachers. *American Economic Journal: Applied Economics*, 1(4), 85-108. <https://doi.org/10.3386/w15202>
- Jones, J., & Smith, J. (2017). Ethnography: challenges and opportunities. *Evidence-Based Nursing*, 20(4), 98-100.
- Kennedy, M. M. (2010). *Teacher assessment and the quest for teacher quality: A handbook*. San Francisco: Jossey-Bass
- Kish, P. (2018). *The virtual school teacher evaluation process*. (Doctoral dissertation, Kent State University). Retrieved from <https://eric.ed.gov/?id=ED590888>
- Lam, S. F. (2001). Educators' opinions on classroom observation as a practice of staff development and appraisal. *Teaching and Teacher Education*, 17(2), 161-173.
- Lasagabaster, D. & Sierra, J.M. (2011) Classroom observation: desirable conditions established by teachers, *European Journal of Teacher Education*, 34:4, 449-463, DOI: 10.1080/02619768.2011.587113

- Leedy, P. D., & Ormrod, J. E. (2005). *Practical research* (Vol. 108). Saddle River, NJ, USA: Pearson Custom.
- Leithwood, K. A. (1992). The principal's role in teacher development. In M. Fullan & A. Hargreaves (Eds.), *Teacher development and educational change* (pp.86-103). London: Falmer Press.
- Li, C., & Lalani, F. (2020, April). The COVID-19 pandemic has changed education forever. This is how. In *World economic forum* (Vol. 29). <https://www.weforum.org/agenda/2020/04/coronavirus-educationglobal-covid19-online-digital-learning>.
- Liang, J. (2015). Live video classroom observation: an effective approach to reducing reactivity in collecting observational information for teacher professional development. *Journal of Education for Teaching*, 41(3), 235-253.
- Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Lopez, C. L. (2016). Classroom supervisory practices and their relationship to teacher effectiveness as perceived by secondary teachers. *SMCC Higher Education Research Journal*, 2(1), 1-1.
- Luo, A. (2019). What is content analysis and how can you use it in your research. Retrieved from <https://www.scribbr.com/methodology/content-analysis/> on November, 4, 2020.
- Mandernach, B. J., Donnelly, E., Dailey, A., & Schulte, M. (2005). A faculty evaluation model for online instructors: Mentoring and evaluation in the online classroom. *Online Journal of Distance Learning Administration*, 8(3), 1-10.
- Manheim Hanry, (1977), *Sociological Research: Philosophy and Methods*, Illinois: The Dorsey Press
- Mansor, N. S., Halim, H. A., & Rahim, N. A. (2017). Students' perspectives towards innovation of technology in teaching and learning of language. *Indonesian Journal of EFL and Linguistics*, 2(2), 121-132.

- Markee, N. (1997). *Managing curricular innovation*. Cambridge, England: Cambridge University Press
- Marsh, B., & Mitchell, N. (2014). The role of video in teacher professional development. *Teacher Development*, 18(3), 403-417.
- Martinez, F., Taut, S., & Schaaf, K. (2016). Classroom observation for evaluating and improving teaching: An international perspective. *Studies in Educational Evaluation*, 49, 15-29.
- Master, P. (1983). The etiquette of observing. *TESOL Quarterly*, 17(3), 497-501.
- Merç, A. (2015). Using technology in the classroom: A study with Turkish pre-service EFL teachers. *Turkish Online Journal of Educational Technology-TOJET*, 14(2), 229-240.
- Merriam, S.B. (2002). Introduction to qualitative research. Merriam, S.B. (Ed.) *Qualitative research in practice* in p. 3-17. San Francisco: John Wiley & Sons
- Meydanlioglu, A., and Arikan, F. (2014). Effect of Hybrid Learning in Higher Education. *International Journal of Information and Communication Engineering*, 8 (5), 1292–1295.
- Millman, J., & Darling-Hammond, L. (Eds.). (1990). *The new handbook of teacher evaluation: Assessing elementary and secondary school teachers*. Corwin Press.
- Montgomery, D. (2002). *Helping teachers develop through classroom observation*, (2nd ed.). David Fulton.
- Morgan, D. L. (1993). Qualitative content analysis: a guide to paths not taken. *Qualitative health research*, 3(1), 112-121.
- Morris L. Lamb & Kevin J. Swick (1975) A Historical Overview of Classroom Teacher Observation, *The Educational Forum*, 39:2, 238-247.

- Murdock, G. (2000). Introduction g a teacher-supportive evaluation system. *ETL Journal: An International Journal for Teachers of English Speakers of Other Languages*, 54, 54-64.
- Nicholds, J., 2006, 'The implications of student contracts', *The Oxford Student*, 3 March, pp. 33–41.
- O'Leary. 2013. *Developing a National Framework for the Effective Use of Lesson Observation in Further Education*. Project Report for UCU. Accessed March 15, 2015. http://www.ucu.org.uk/media/pdf/i/q/ucu_lessonobsproject_nov13.pdf
- O'Leary, M. (2016). Introduction: Reclaiming lesson observation as a tool for teacher learning. In *Reclaiming Lesson Observation* (pp. 1-10). Routledge.
- OECD. 2020. "Education Responses to Covid-19: Embracing Digital Learning and Online Collaboration." OECD, Accessed February 15, 2020. <https://www.oecd.org/coronavirus/policy-responses/education-responses-to-covid-19-embracing-digital-learning-and-onlinecollaboration-d75eb0e8/>.
- Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of educational research*, 81(3), 376-407.
- Polit, D., & Beck, C. (2012). *Nursing research: Generating and assessing evidence for nursing practice* (9th ed.). Philadelphia: Lippincott Williams & Wilkins.
- Rahimi, R., & McBrayer, J. S. (2022). Partnering Educational Leadership and Teacher Preparation Programs via a Two-Way Model of Support for Reflective and Authentic Virtual Classroom Observations. *SRATE Journal*, 31(1), n1.
- Reynolds, P.A., 1990, 'Is an external examiner system an adequate guarantee of academic standards?', in LODER, C.P.J. (Ed.) *Quality Assurance and Accountability in Higher Education* (London, Kogan Page).
- Richards, J. C., & Farrell, T. (2011). Classroom observation in teaching practice. *Practice teaching: A reflective approach*, 90-105.

- Santagata, R. (2009). Designing video-based professional development for mathematics teachers in low-performing schools. *Journal of teacher education*, 60(1), 38-51.
- Shah, S. R., & Al Harthi, K. (2014). TESOL classroom observations: A boon or a bane? An exploratory study at a Saudi Arabian university. *Theory and Practice in Language Studies*, 4(8), 1593.
- Simbulan, S. (2021). Online Class Observation of the School of Education College Instructors: Teaching and Learning Engagement. *School of Education Research Journal*, 2, 10-28.
- Soodmand Afshar, H., Fazelimanie, A., & Doosti, M. (2017). Developing an inventory to investigate current professional development needs of Iranian EFL teachers. *Teaching English Language*, 11(2), 161-194.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks: Sage
- Stodolsky, S. S. (1984). Teacher evaluation: The limits of looking. *Educational Researcher*, 13(9), 11-18.
- Suparto, S. (2020). Improving the Learning Quality of Math Teachers through the Academic Supervision with Technique of Class Observation. *International Research-Based Education Journal*, 2(1), 21-24.
- Tam, M., 2001, 'Measuring quality and performance in higher education', *Quality in Education*, 7(1), pp. 47–54.
- Thomas R. Guskey (2002): *Professional Development and Teacher Change*, Teachers and Teaching: Theory and Practice, 8:3, 381-391
- Tshabalala, T. (2013). Teachers' perceptions towards classroom instructional supervision: A case study of Nkayi District in Zimbabwe. *International Journal of Social Sciences and Education*, 4(1), 25-32.

- Tunçyürek, B (2019), 3. *An Investigation of Instructors' Views on Course Observation At School Of Foreign Languages*”, Master’s Thesis, Dokuz Eylül University, Izmir
- Vanci-Osam, U., & Aksit, T. (2000). Do intentions and perceptions always meet? A case study regarding the use of a teacher appraisal scheme in an English language teaching environment. *Teaching and Teacher Education*, 16(2), 255-267.
- Villegas-Reimers, E. (2003). *Teacher professional development: an international review of the literature*. Paris: International Institute for Educational Planning.
- Wajnryb, R. (1992). *Classroom observation tasks: A resource book for language teachers and trainers*. Cambridge University Press.
- Wang, Q., & Seth, N. (1998). Self-development through classroom observation: Changing perceptions in China. *ELT journal*, 52(3), 205-213.
- Wang, W., & Day, C. (2002). *Issues and concerns about classroom observation: teachers' perspectives*. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (TESOL) (35th, St. Louis, MO, February 27-March 3, 2001). Retrieved from ERIC database. ED 467734
- Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession. *A status report on teacher development in the United States and Abroad*. Dallas, Tx: National Staff Development Council.
- Weschke, B., & Canipe, S. (2010). The faculty evaluation process: The first step in fostering professional development in an online university. *Journal of College Teaching & Learning (TLC)*, 7(1).
- Williams, C. (2007). Research methods. *Journal of Business & Economic Research*, 5(3), 65-72.
- Williams, M. (1989). A developmental view of classroom observations. *ELT journal*, 43(2), 85-91.

- Wong, P. L., & Glass, R. D. (2011). Professional development schools and student learning and achievement. *Teachers College Record*, 113(14), 403-431.
- Woods, P. (1994). The conditions for teacher development. *Teacher development and the struggle for authenticity*, 83-100.
- Worthington, M. (2013). *Differences between phenomenological research and a basic qualitative research design*. Capella University
- Wragg, E.C. (1999). *An introduction to classroom observation*. 2nd ed. London/New York: Routledge.
- Wragg, E. C. (2002). *An introduction to classroom observation (2nd ed.)*. Routledge.
- Zaare, M. (2013). An investigation into the effect of classroom observation on teaching methodology. *Procedia-Social and Behavioral Sciences*, 70, 605-614.



APPENDICES

APPENDIX-1

QUESTIONNAIRE FOR THE INSTRUCTORS

Please fill in the following blanks.

Gender:

Nationality: ☐Turkish ☐Non-Turkish

ELT experience: ☐0-5 ☐6-10 ☐11-15 ☐16-20 ☐21-25 ☐26+

Experience in this institution: ☐1-5 ☐6-10 ☐11-15 ☐16-20 ☐21-25 ☐26+

The number of times you have been observed face-to-face throughout 2020-2021 and 2021-2022 Academic Year: ☐0-5 ☐6-10 ☐11-15 ☐16-20 ☐21-25 ☐26+

The number of times you have been observed online throughout 2020-2021 and 2021-2022 Academic Year: ☐0-5 ☐6-10 ☐11-15 ☐16-20 ☐21-25 ☐26+

BA/ BSc degree subject(s):

MA/ MSc degree subjects:

PhD degree subjects:

Any relevant teaching certifications/ diplomas:

Please answer the following questions on the current classroom observation system in your institution by ticking the relevant box(es) and/or providing answers.

1. What type of an observation have you been involved so far? Please tick all that apply.

☐by a teacher trainer/professional development unit member

☐by a critical friend

☐by another person (Please specify)

☐self (through video or audio recording)

☐others (Please specify)

2. What do you think the classroom observations in your institution aim for?

3. How effective is face-to-face classroom observation system for your own professional development? (10: extremely effective, 0: not effective)

4. Do you think that there has been any change/improvement in your teaching and performance as a result of classroom observations? If yes, please explain

how and specify which areas of your teaching have improved /If no, please explain why not?

☐ Yes (please explain how)

☐ No (please explain why not)

5. Do you think that the results of face-to-face classroom observation system are beneficial for the overall teaching quality in the school?

☐ Yes (please explain how)

☐ No (please explain why not)

6. What do you think the advantages and disadvantages of synchronous online classroom observations are?

7. How do you think that online class observations affected your teaching practice/skills?

8. Do you prefer to be observed in face-to-face or online classes? Why?

9. What do you think about the post-observation meetings with the observer and the instructor being observed?

10. Do you think self-reflection reports are beneficial?

☐ Yes (please explain how)

☐ No (please explain why not)

11. How do students feel about their teachers' being observed?

12. What do you think an ideal EFL teachers' classroom observation system should be like so that it could be beneficial both for the teacher and the institution to the utmost?

Any other comments on the classroom observations that you wish to add:

.....

APPENDIX-2

T.C.

Mehmet Akif Ersoy Üniversitesi Girişimsel Olmayan Klinik Araştırmalar Etik Kurulu

Başkanlığına

Yüksekokulumuz öğretim elemanlarından Aslıhan Duman'ın sorumlu araştırmacısı olduğu "Exploring ELT instructors' perceptions of face to face and synchronous online class observations: The Case in A School of Foreign Languages"/ "İngilizce öğretim görevlilerinin yüz yüze ve eş zamanlı olarak yürütülen ders gözlemlerine karşı algıları: Yabancı Diller Yüksek Okulunda bir durum çalışması" isimli çalışmanın/projenin kurumumuzda yürütülmesi uygundur. Etik olarak uygunluğunun Mehmet Akif Ersoy Üniversitesi Girişimsel Olmayan Klinik Araştırmalar Etik Kurulu tarafından değerlendirilmesi için gereğini arz ederim.

Saygılarımla,

..../...../2022

Fatih BOZOĞLU

Antalya Bilim Üniversitesi

Yabancı Diller Yüksekokulu Müdür Yardımcısı

APPENDIX-3

Aslihan Duman

Mon 3/7/2022 6:53 AM



To:

Dear Professor,

I hope this e-mail finds you well and thank you for your contributions to ELT field.

I am an instructor of English Language at Antalya Bilim University and studying class observations/professional development in my master thesis. I would kindly like to request your permission to use and adapt the questionnaire you developed for your study titled "Do intentions and perceptions always meet? A case study regarding the use of a teacher appraisal scheme in an English language teaching environment".

I would be glad if I can benefit from it.

Thank you in advance,

Yours Sincerely
Aslihan Duman,

PO

Prof.Dr.Ülker Vancı Osam

Mon 3/7/2022 7:56 AM



To: Aslihan Duman

Dear Aslihan,

Thank you for your kind message.

You can of course use the questionnaire on condition that you cite the source. I wish you the best of success in your research.

Prof. Dr. Ülker Vancı Osam



Prof. Dr. Ülker Vancı Osam

APPENDIX-4

Aslıhan Duman • 4:41 PM

Zeynep Hocam Merhaba,

Umarım iyisinizdir. Ben Antalya Bilim Üniversitesinde öğretim görevlisiyim ve yüksek lisans tezim için sınıf gözlemleri çalışıyorum. Sizin master teziniz de bana baya ışık oldu katkılarınızdan dolayı ayrıca teşekkür ederim. Sizinle iletişime geçmek istememin sebebi, tezinizde kullandığınız anketlerden biri olan ve Vanci-Osam, U., & Aksit, T. (2000) den uyarladığınız" Questionnaire for teachers anketinizden (cite etmek koşulu ile) uyarlayarak yararlanmak için izin istemektir. E-mail adresinizi aradım ama bulamadım, linkedin ağından ulaşabildim. Ülker Hocam'dan izni aldım, bir de sizinle iletişime geçmek istedim bu konu ile ilgili.

Bana dönüş yapabilirseniz çok mutlu olurum,

İyi Çalışmalar dilerim,



Zeynep Arslan • 4:51 PM

Merhabalar Aslıhan hocam,

Bir katkı olduysa ne mutlu bana. Tabii ki kullanabilirsiniz, iyi çalışmalar diliyorum.

Zeynep

ÖZGEÇMİŞ

1. KİŞİSEL BİLGİLER

ADI, SOYADI (Ünvanı):	Aslıhan DUMAN
DOĞUM TARİHİ ve YERİ:	-
HALEN GÖREVLİ OLDUĞU BİRİM VE GÖREVİ: ANTALYA BİLİM ÜNİVERSİTESİ	

2. EĞİTİM

YILI	DERECESİ	ÜNİVERSİTE	ÖĞRENİM ALANI
2005-2009	Lisans	Haliç Üniversitesi	Amerikan Kültürü ve Edebiyatı
18.06.2012	Pedagojik Formasyon	Selçuk Üniversitesi	Eğitim Fakültesi
2020-halen	Yüksek Lisans	Mehmet Akif Ersoy Üniversitesi	İngiliz Dili Eğitimi

3. AKADEMİK DENEYİM

GÖREV DÖNEMİ	ÜNVAN	BÖLÜM	ÜNİVERSİTE
01.10.2009 – 31.01.2011	İngilizce Okutman	Uluborlu Selahattin Karasoy Meslek Yüksekokulu	Süleyman Demirel University
14.02.2011 – 27.05.2011	İngilizce Okutman	Yabancı Diller Yüksekokulu	Süleyman Demirel University
23.09.2011 - 31.07.2013	İngilizce Okutman	Yabancı Diller Yüksekokulu	KTO Karatay University
01.08.2013 - Halen	Öğretim Görevlisi	Yabancı Diller Yüksekokulu	Antalya Bilim Üniversitesi

4. ÇALIŞMA ALANLARI

ÇALIŞMA ALANI	ANAHTAR SÖZCÜKLER
Mesleki Gelişim-Sınıf Gözlemi	Sınıf gözlemi,mesleki gelişim, öğretim kalitesi, çevrim içi sınıf gözlemi

